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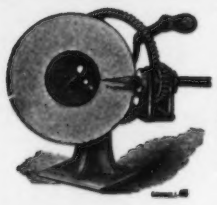

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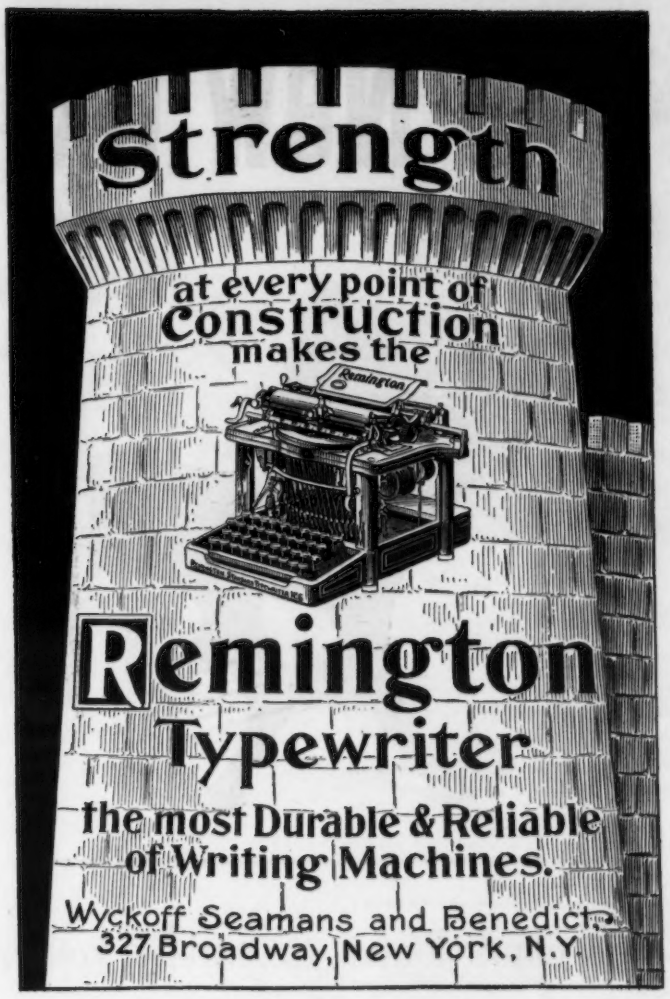

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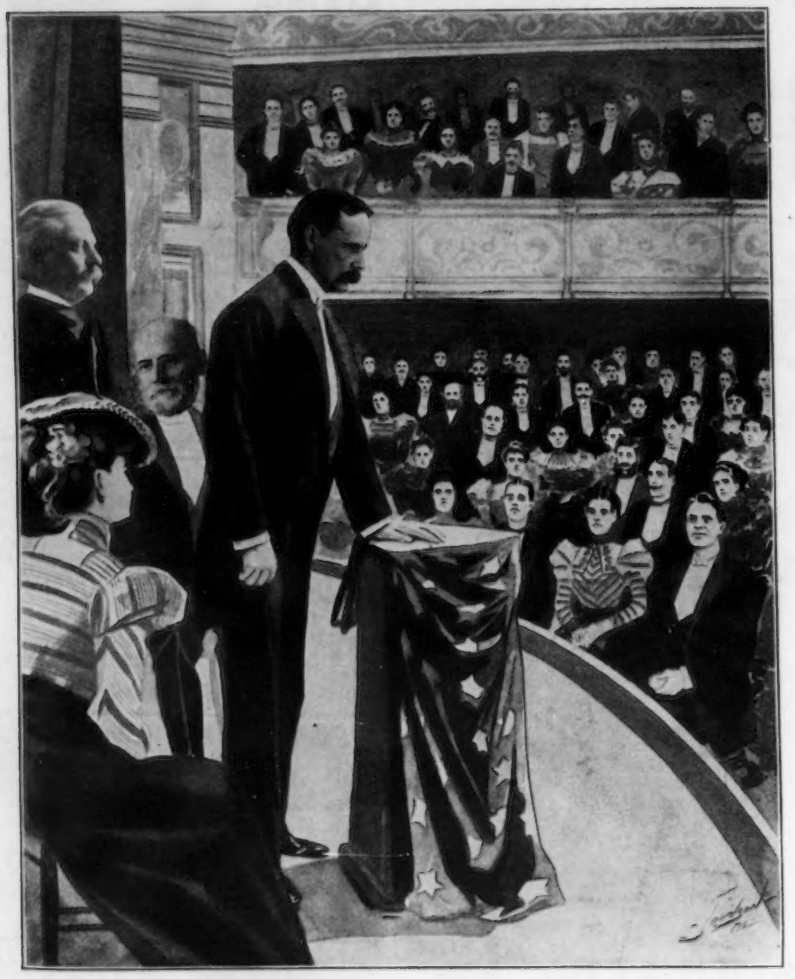

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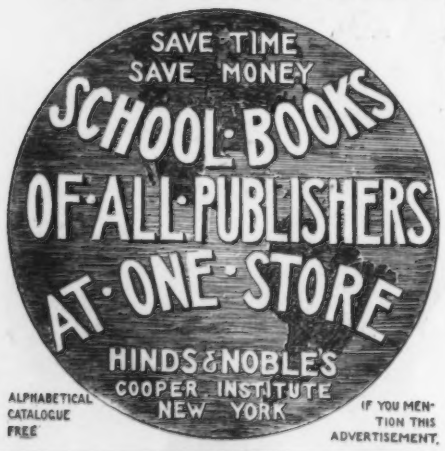

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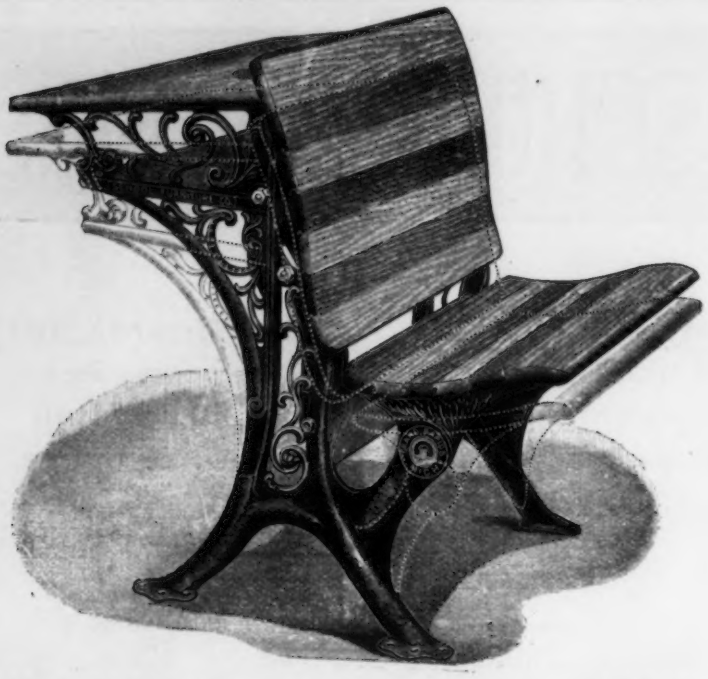

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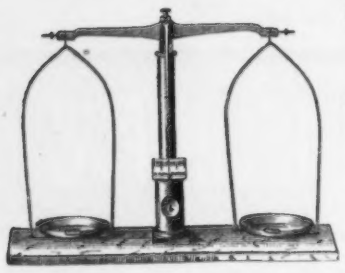

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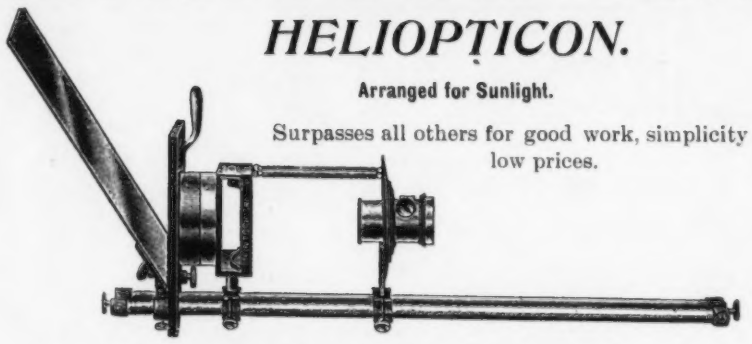

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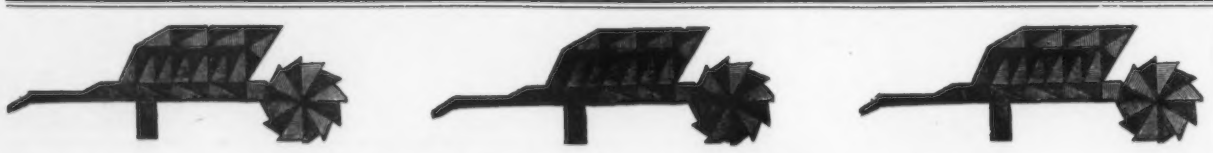

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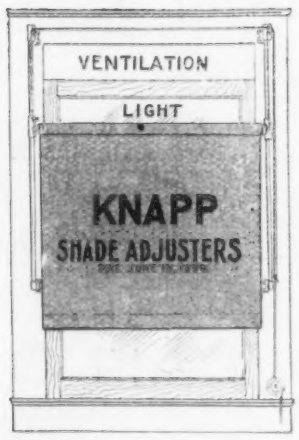

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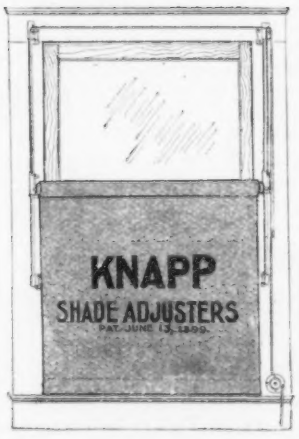

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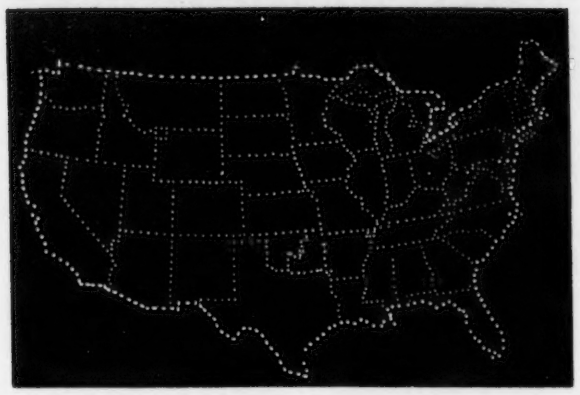

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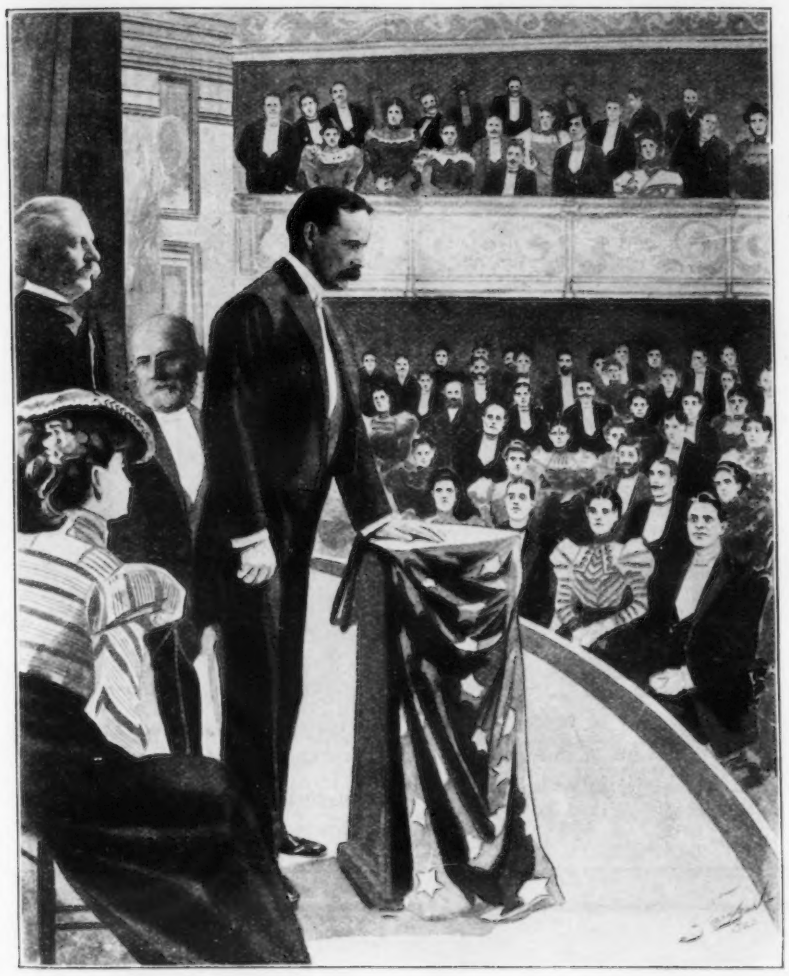

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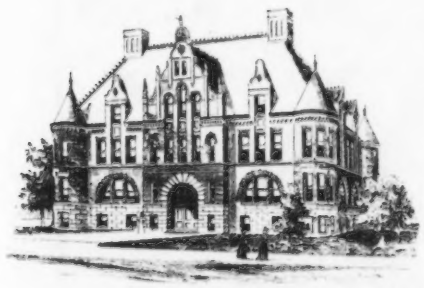

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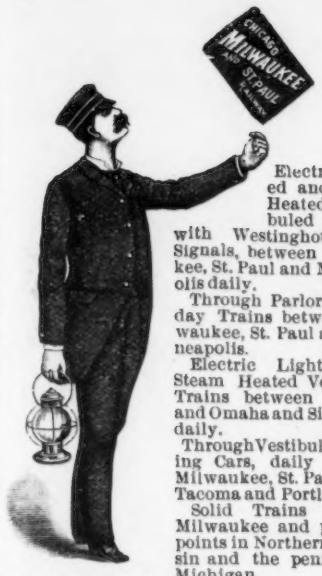

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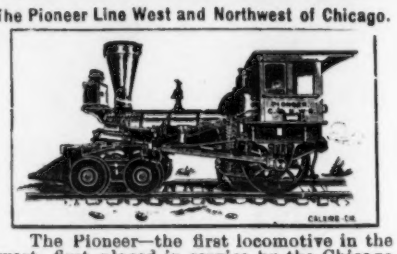

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School Board Journal

Vol. XIX. No. 6. NEW YORK—CHICAGO—MILWAUKEE, DECEMBER, 1899. Subscription Price, $1 Per Year.

A Christmas Story by "Monica,"

Written Especially for the American School Board Journal.

WHEN the news reached the Daily Banner office that the superintendent had again insisted upon the sole right to appoint and dismiss teachers, the editor became furious. He added another peppery editorial to the series which had preceded, condemnatory of the one man power in school administration. The recent attitude of the superintendent on several minor matters had led John Hamilton to believe that the desired change had come about—but tonight's report indicated that the school official was as stubborn as ever.

In pursuing his crusade there was one thing that bothered Editor Hamilton. The educational column in another portion of the paper had recently given expression to sentiments not wholly in keeping with those of the editorial page. While he had set up rigid rules everywhere, he now realized that he had permitted the "Educational Column," under the guidance of Mary Benhap, altogether too much latitude.

Her position as principal of the high school, her familiarity with general educational movements of the day and a wide acquaintance with the school people, made her name at the head of the school column in the Saturday edition a desirable feature. More than once, however, he debated with himself whether it was the exceptional ability of the fair editor of the school column or something else that had prompted him to give her carte blanche, both in the quantity of space she might use or the sentiment she might express. She had moved with a free hand; her manuscript was never revised.

It thus happened on the morning that Hamilton's editorial denouncing superintendents was published, there also appeared in the same issue under the school column a strong indorsement of the superintendent's fearless position. The editorial column stood for democracy in school government, the school column stood for a centralized power. John Hamilton denounced Czarism in school administration, Mary Benham defended rightly-directed one man power.

"Mary, look here!" said Hamilton the following Friday afternoon, when the lady principal made her weekly contribution at the Banner office, "this joke has gone far enough. I believe you ought to conform with the policy of this paper."

"There is no joke," replied Miss Benham, "I am defending what I believe to be a most proper course. I am serious."

"But remember the inconsistency of the Banner."

"An honest difference of opinion between the editor and one of his contributors may be published in the same issue," she replied, amused at his irritation, "without warranting the charge of stultification."

"Yes, yes, I know all that!" was the impatient rejoinder. "But I don't like the idea. Few people understand this in the way you and I do."

"Then people must begin to learn this now," replied Miss Benham in a spirited manner.

"You must modify—I mean, cannot you at least skip this question?"

"No, John! don't ask me to surrender my views," she replied firmly. "Besides, it would not be doing justice to the school column."

Hamilton knew Mary Benham. She would not be likely to change her mind in a controversy of this kind simply to please him or anybody else. Her pride—stubborn pride as he termed it—would make her all the more aggressive. She would cease her labors on the educational column rather than yield her convictions.

"Very well, if you persist," he said significantly, "we will pursue the contest to a finish."

"I accept the challenge!" replied Mary with an expression in her eyes that bespoke of merry mischief, and in no small degree disconcerted John. He delighted in a spirited contest of any kind, but the thought of crossing swords with Mary Benham was not altogether to his liking.

The warfare against the arbitrary exercise of power in the affairs of the local school system was valiantly pursued by him. The superintendent had unwisely taken a defiant attitude, then committed several breaches against common tact that led to an aggravated conflict between the Board and himself. The result was inevitable. The superintendent was retired, and the Banner bore away the honors.

John Hamilton honestly felt that he had scored a victory for the people and said so editorially in the most enthusiastic language. The vacant superintendency he contended should now be filled by a broad-gauged man—a progressive schoolmaster, etc.

When Mary called he was exultant, wondering at the same time how she would take the new turn of affairs. There was a wicked satisfaction in his smile as he greeted her.

"My opinions are given here," pointing to her manuscript, "you will have them put into type I hope," and she refused to discuss the matter further.

She was so curt in her manner and so brief in her visit that John was puzzled after she had gone just wherein he had scored a victory. He recalled her words and then proceeded to examine her manuscript. What he saw there evidently nettled him. He compressed his lips tightly as he came across some of the sentences.

"Well, I'll be switched!" he muttered at last, "if she doesn't deliberately proceed to ridicule me. I wonder if she really expects this manuscript to be printed? Here, for instance, it reads 'Editor Hamilton may shout himself hoarse in behalf of democracy; he may flount his opinions into the face of those who differ with him—the one-man power will prevail, etc.' She no doubt expects that stuff to go into type. Why, she even said so. Well, she has been vanquished, and the victor can afford to be generous."

* * * * * * * *

This story would never have been written had it not been for something that happened within the following week—something that not only surprised many of the citizens, but which came as unexpected, as far as John Hamilton was concerned, as does a thunderclap from a clear sky.

It was this: The contest for the vacant superintendency had become a spirited one. Applicants and applications were numerous. They came from far and near. The school board members were harrassed from morning until night—and therefore resolved to settle the matter at an early date. On the night of the regular meeting the board found itself badly divided up between the candidates—with no immediate prospect for a selection. The unexpected, however, happened just the same. Someone suggested that the contest could be ended by electing the principal of the high school to the superintendency. The thought found favor with the other members more rapidly than had been anticipated—and when the motion was made that the secretary cast the ballot for her name it was carried unanimously, and Mary Benham was declared elected superintendent of schools.

The community was both surprised and pleased. John Hamilton was stunned. He tried to analyze the action of the board. It selected Mary Benham for the position because of her superior fitness, or because she defended the one-man power idea, or both. In view of the fact that she stood for centralization of power, her election might be construed as an affront to his own well-known position. Whatever the causes may have been that led to her success, he was conscious of a crushing defeat. A keen

sense of fairness, however, enabled him to recognize the fact that Mary Benham had been a strong factor in the school system and that the honor which had been conferred upon her was at least well earned.

He hastened to the school board office next morning and was among the first to congratulate her. There was sufficient sincerity in his voice and manner to assure her that he harbored no ill feeling. She evidently saw plainly that the merry war between them had for the time being, at least, been forgotten.

But it was John and Mary for a few minutes only. The editor, on the one hand, was soon manifest again, and the schoolmistress of inflexible mind on the other.

"I trust that your future policy will be acceptable to the public," he said in a suggestive manner.

"It will be in accordance with the views I have always held," she replied, falling into an official reserve.

"Then you will not be superintendent very long," predicted Hamilton. "In your policy you must always reflect public opinion."

"I will hold the position just as long as I render acceptable services," she replied. "I have at least that much confidence in democracy."

He did not attempt to argue the subject any further and started to go, when she called him back.

"I should like to continue the work for the school column, may I?" she asked with a smile.

"You may," he replied promptly, "and promote your philosophy to your heart's content."

"You have been very generous, in this particular. Believe me, I shall appreciate this," she responded. "The school column may in my present position prove a convenient helpmate."

* * *

Subsequent events in the school affairs demonstrated clearly that the lady superintendent, who was in some quarters regarded as an official accident, had a fixed policy in school administration and accomplished the most unexpected results. She commanded the unanimous support of the board in the several new departures which she urged. The school column in the Banner continued to flourish and did much to lead public sentiment into the right channel. It became one of the interesting features of the paper.

"I want to remind you of something," she said one morning, when John Hamilton entered the superintendent's office. "The time for the school election will be here soon, and you should begin now in inaugurating a healthful agitation. This will give you an opportunity to enliven your old sleepy editorial column."

"To be sure, the elections will come off in six weeks' time," he replied, ignoring the little shaft of humor in her remark, "and it will mean a new school board," he added with some satisfaction.

"Possibly!" she replied calmly, "the old board, however, is good enough, and I believe it ought to be re-elected."

"I disagree with you right here!" he replied with vigor.

"You may carry the war into Africa," she answered, "and I will meet you at every turn. The school column will defend the board."

The spirit of contest was evidently alive in both. Hamilton felt that the present board was not thoroughly in accord with his ideas on democracy in school administration. Consistency would require of him that he oppose at least some of the old members, should they come up for re-election. A radical turnover in the board, he reasoned, would not affect the security of the superintendent, but would compel her to modify her policy. And that would mean a victory for the Banner.

There was a consciousness, however, that after all it was not so much his purpose to win laurels for his newspaper as it was an ambition now to break the spirit of independence which had characterized everything that Miss Benham had said or done. Somehow she never sought his advice, as he had expected, in any of the matters that had come up in her labors. There were times when he could lighten her cares if she would try to share them with him. After all, he stood ready to become her strongest supporter, but her present position had the tendency to drift them apart. The more tender and womanly qualities were being crushed out by official cares and labors. The happy, confiding girl of former days had rapidly grown into a careworn woman; their intercourse had gradually been transformed from the informal to the formal.

* * *

Some of the members of the Board were willing to serve again, others preferred to retire. Among the latter was a leading merchant who wished to see himself succeeded by the editor.

The thought was a new one with Hamilton, but when he found that his friends urged his candidacy strongly, he gave his consent.

The contest soon became a warm one. The Banner editorial page bristled with campaign matter, but its editor refrained from all comment on John Hamilton's candidacy. The school column championed one-man power with great vigor. One day a witty paragraph actually appeared, advising the voters to cast their ballots against Hamilton. But the latter bore this silently; he had given Mary a privilege to fill this column with any matter she chose.

The public, however, was amused. While it commented on Miss Benham's unique fearlessness, it was not blind to Hamilton's gallantry. But the impression soon gained ground that his candidacy meant no good for the superintendent, and as the issue became more clearly defined, it became evident that the entire contest was centered on John Hamilton and Mary Benham. The prejudice which existed, in a mild form at first, against a woman superintendent had grown somewhat. The two sets of candidates, nine of each, were in reality lined up on this issue. A victory for Hamilton, it was believed, would bring about the downfall of Lady Superintendent Benham.

But election day finally came, and with it the closing scenes of a most exciting contest, and after the votes were counted John Hamilton was declared a duly elected member of the School Board. The other eight members were equally divided between the regular and the opposition ticket. The Board then consisted of four Benham and five Anti-Benham members. Hamilton being among the latlatter.

The victory was by no means a decisive one, but it served to make John quite jubilant. He lost no time the day after election to call at the office of the superintendent. She received him in an indifferent manner and indulged in several commonplace remarks before she congratulated him upon his election to the board.

"Let us define our official relationship while you are here," she began with exasperating coolness.

"Official relationship!" he exclaimed.

"Well, yes, we may call it that," she went on in an unconcerned manner, "you see, Mr. Hamilton, in order that matters may run smoothly I want several things clearly understood between the board and myself."

"But as far as I am concerned, is it really necessary to be so formal in the matter?" he protested. "I had hoped that my selection to the board would bring me into closer association with you."

"Not necessarily. You are a member of the board, nothing more." This was spoken with an official air. If there was anything wilfully tantalizing in her tone he did not discover it. She evidently meant what she said. "Our association can have but one purpose—the best interests of the schools."

"Here is the woman of it again," he thought to himself. "She is recklessly independent. I wonder if she will ever modify her course towards me? I have exerted myself in every way to secure a membership on this board and to what purpose?" To subserve a public interest to be sure—but also because he wanted to be placed in a position where he could help her in the arduous task she had undertaken. He could read from the careworn expression which had recently crept into her face that the official burden was becoming a heavy one.

"You must not forget, Mr. Hamilton," she continued with a shade of resentment in her voice, "that the recent campaign issue involved

Continued on subsequent pages.

"LET US DEFINE OUR OFFICIAL RELATIONSHIP."

"One-Man Power" in School Administration

The following letter which was sent ou the publisher will serve as an introduction to the matter which follows.

The School Board Journal's Inquiry.

DEAR SIR:

We find in several quarters of the United States just now a discussion on the "One-Man Power" in school government. It is held that the superintendents should be given the sole power to select text-books, courses of study, and to employ and dismiss teachers. He is to have a free swing and is then to be held responsible for results.

This proposition is opposed by those who believe that the superintendents should be given the initiative in all questions professional, in the selection of the courses of study in the adoption of text-books, and in the employment and dismissal of teachers, but that the final decision should be left with the board of education. The superintendent to recommend, the board to decide.

We should like to hear your views on this matter in an article not to exceed three hundred words. It is our intention to gather the opinions of the leading school board members and superintentents upon this question and publish them in an acceptable manner.

The responses which have been thus far received, and which we publish herewith, give a fair estimate of the sentiment which prevails throughout the United States on the subject.

Believes in One-Man Power.

The tendency of the best thought which has given itself to the matter of efficient school superintendency is in favor of the first method of administration suggested by you, and I am of opinion that the present movement of reform in that direction will not stop short of giving to the superintendent the degree of authority indicated in that plan. However, it is in many cities absolutely impossible to go so far at present, and so, for my part, I should be amply satisfied with the degree of reform referred to in your second proposition, namely, that the superintendent should be given the initiative in all pedagogical questions, his proposals being then submitted to a committee of the board of education and referred by the committee to the board for final decision before the proposals were entered upon. This latter is the policy which has been embodied in a new draft recently prepared by me of rules for the Chicago board of education. You will see that the expression, "one-man power," has under this theory no application whatever. The scheme is absolutely democratic; nothing could be more so.—*E. Benj. Andrews, Superintendent of Schools, Chicago.*

Against "One-Man Power"

I am absolutely opposed to the "one-man power." While I think the superintendent should have the initiative in the selection and dismissal of teachers, and in the matter of course of study and text books, the final decision should rest with the board of education.

As the board is the responsible party to the people, I know of no reason why it should act as a mere figure-head and meet simply to record the dictum of the superintendent. Should any board be so unfortunate as to employ a shrewd and designing man, it would be but a matter of a few years until he would have a board of his own creation, because teachers, knowing that their future rested solely with the superintendent, would largely be willing to aid him in his aspirations.

Again, it would require more than the average man to dismiss teachers that might be incompetent, as he would know he was inviting the wrath of all the friends and relations of the deposed teacher.

At a state association of teachers (where you were present) I heard it stated that the "one-man power" had proven so beneficial that the board had not been called upon to dismiss a single incompetent teacher. What a record! Out of some twelve hundred teachers not one teacher in some three years recommended for dismissal for incompetency! *This very statement confirmed me in my opposition to the "one-man power."*

The superintendent has ample power, as in almost all cases his recommendations are accepted by the board, and he feels assured he has the board to sustain him in his work. The true superintendent feels the stronger from the fact that he has the board to share his responsibility in the selection of teachers, and he will be more than willing to make his unbiased recommendations to the board.

Record me against the "one-man power."—*R. L. Yeager, President Board of Education, Kansas City, Mo.*

Superintendent's Opinion to Lead.

Considering the matter only from the standpoint for the good of the public schools, I should say, first, that the superintendent of instruction should not have the power to employ and dismiss teachers without the concurrence of the board, and that the board of education ought not to have the power to elect teachers whom the superintendent cannot and does not recomment. Second, that the superintendent should have a large influence in determining the selection and arrangements of text books and the course of study. Very few members of school boards will take time to look into the merits of various text books for public school use. Not being in touch with the teachers and pupils, they are not wise as to the plans to be followed and the material to be included in text books, or the proper balance of the course of study. I think that in some instances the board should retain revisory power in these matters, but it is not necessary or profitable for them to use it often, and a wise superintendent of instruction will consult and keep in close touch with the members of his board of education, and will, if possible, secure in advance their approval of his plans. Wise members of boards of education will, if their views do not coincide with those of the superintendent, consult with him and endeavor to have their views harmonize.

PRESIDENT WM. R. HARPER,
University of Chicago.

The superintendent of instruction, to my mind, holds a position similar to that of a general of the army, and should be in close touch with the workings of the school district, and his judgment should be largely defered to when there is a difference of opinion. When members of the board of education cannot, or will not, defer to the opinions of the superintendent, the proper remedy in this case, to my mind, would be either to have a new superintendent or a change in the members of the board, but above all things not to lessen the individuality or the proper workings of the schools, which would be detrimental to the pupils of same, because the men at the head of the organization have radical views along certain lines, which they cannot, or will not, harmonize among themselves.—*H. J. Penfold, President Board of Education, Omaha.*

The Ideal Man Required.

My opinion in the matter of the powers of the superintendent of schools are based on the results obtained in Erie. The superintendent here recommends to the respective committees the teachers to be appointed, the text books to be selected, etc., and the committees and board rely largely on his judgment and advice. The plan has been, and is, satisfactory.

It seems to me, if the members of the board are deprived of a voice in the affairs of the schools, and are elected or appointed solely to provide financial means, together with some little legislative power, that they are not brought into sufficiently close touch with the schools, and are not thoroughly alive to the wants of the pupils and teachers, and the results obtained by the superintendent. Theoretically, "one-man power" and "one-man responsibility" are the solution of the problem discussed, but practically the superintendent whose office is elective or appointive is governed to some extent by the law of self-preservation, and would be open to persuasion and influence without the guard of a committee's blue pencil. With a board composed of public-spirited members and a superintendent in whom that board has confidence and with whom the members will work in harmony, good results are to be expected. If you can find "one man" who is impervious to influence and to the claims of friendship, who is thoroughly honorable and straightforward, and who in himself has combined the wisdom, experience and judgment of both a superintendent and a committee, you will have an ideal system that we shall never see this side of the millenium.—*Chas. E. Strick, President Board of Education, Erie, Pa.*

Would Relegate School Boards.

Under any and all circumstances I am opposed to "one-man power" in any public position, more specially in school matters. If the one-man power should be adopted, it would tend to make dummies of the school board members in three of the most important matters coming before them, namely, text books, courses of instruction, and employment and dismissal of teachers. In my judgment we would come nearer arriving at a correct conclusion by concerted action on the part of a live, wide-awake, up-to-date committee on teachers and one on text books and courses of study, with the assistance of the superintendent, than in any other way now known to school boards.

I believe that the one-man power would have a tendency to lessen the interest now manifest in school visitation by members of the school boards. I think the present plan the best, as it is the most likely to bring a concerted action on the part of teacher, superintendent and school board, all feeling that they have responsibilities resting on them.

I believe that superintendents should be given the initiative in all questions professional, in the selection of the courses of study, in the adoption of text books, and in the employment and dismissal of teachers, but that the final decision should be left with the board of education; the superintendent recommending such changes as he thinks proper, then let the board decide the matter.—*G. W. Earhart, President School Board, Quincy, Ill.*

Right Superintendent Seldom Opposed.

If a superintendent is to have the sole power to select text books, courses of study, and to employ and dismiss teachers, there is certainly no inducement for a man of education and ability to become a member of the board of education. Again, so much power in the hands of one man is apt to make such man autocratic, and there is also great danger of corruption. Nor do I believe that a board of education should be bound to make its selections from recommendations of a superintendent. Superintendents are paid employes, while members of the board are representatives of the people, and they should not be subordinate to the superintendent in any respect.

A superintendent who is careful and conscientious in his recommendations to a board is seldom opposed, and the advice of such a superintendent is usually followed; but there should be a power behind him able and competent to reject his recommendations.—*Chas. E. Hill.*

The Plan at Toledo.

While we have perfect confidence in our most excellent superintendent of instruction, Prof. W. W. Chalmers, and in his ability to make the best possible selection of teachers and books, we reserve the right to approve or disapprove all appointments or purchases of books.

Our small board of five members have worked in perfect harmony with Prof. Chalmers and very rarely have failed to grant any request he has made after being shown the necessity of an appointment or a purchase. But we do not approve anything without a thorough investigation. We regard ourselves the guardians of the people's money, and should be recreant of our duty if we failed to know how it was expended. The work of our business manager is done in the same way. He brings all matters of importance before us at our regular meetings, when we act as committee of the whole. Thus all business of the schools are kept well in hand. —*James Melvin, President Board of Education, Toledo, O.*

Superintendent Must be Expert.

A superintendent of schools is useful or he is not. If he is useful, he is so because he has the judgment and skill which should belong to one of his profession. If he has this skill and judgment he is better versed and better fitted than the members of his board of education, who are probably experts in their own business, but not in school affairs, to determine what qualifications teachers should have and to select those who most nearly possess these qualifications—to arrange courses of study and select text books —to suggest as to the construction, lighting, heating, ventilation of school houses, to advise in the expenditure of school revenues.

I question whether it should be so that boards of education may select or promote teachers without the recommendation of the superintendent; I question whether the superintendent should have the authority to select or promote teachers without the approval of the board. I question whether it is as well for the schools when boards of education select or adopt text books which are not recommended by the superintendent as the most suitable. I am convinced that a superintendent should be thoroughly informed in matters pertaining to the planning and erection of school houses and that these houses many times would be better if the superintendent's suggestions and advice were sought. The superintendent should also be able to counsel wisely as to the best possible expenditure of a given sum of money, and counsel in this matter should be understood as a part of his duty.

If the superintendency is to have any value, it must be, first, because the superintendency has expert information and judgment, second, because the board of education, after selecting a superintendent, avails itself of his expert knowledge.

No wise superintendent of my acquaintance seeks arbitrary or absolute power, or would accept, willingly, a position in which he was made dictator of a school system. To a good many people, it looks as though the cry of "one man power" was sometimes raised as a straw man is set up, in order that it may be knocked down—*C. G. Pearse, Superintendent of Instruction, Omaha.*

Hot Water For Superintendents.

The following quotation from your letter contains, as I understand it, the gist of the matter most tersely stated: "It is held that the superintendent should be given the sole power to select text books, courses of study, and to employ and dismiss teachers. He is to have free swing, and then is to be held responsible for results."

Without going into any elaborate argument, I hold that instead of the superintendent's having the power to do these three things, that the authority should be vested in the board of education. That, as a general thing, the superintendent should give his opinion to the board in regard to all text books and their applicability to the needs of the schools; but that he should select them and have unlimited authority to do so, is, in my judgment, a most unwise extension of transferred power. The superintendent should stand in relation to the board as an advisor—not a dictator.

That he should, by and with the advice of his most reliable assistants and principals, shape the courses of study in conformity to the statute or charter under which the system is operated, is a reasonable inference, but the courses of study should be formally adopted by the board of education.

The most dangerous proposition is the third one. No superintendent in this country should be granted such unlimited authority. Superintendents who clamor for such power, and insist upon exercising it, have not learned the first principles upon which our civic institutions are founded. This conception is based upon a fallacy—namely, the supremacy of the superintendent, the supremacy of the principal, the supremacy of the teacher—the infallibility of each within his sphere of action, and the absolute ignorance of the members of the board of education.

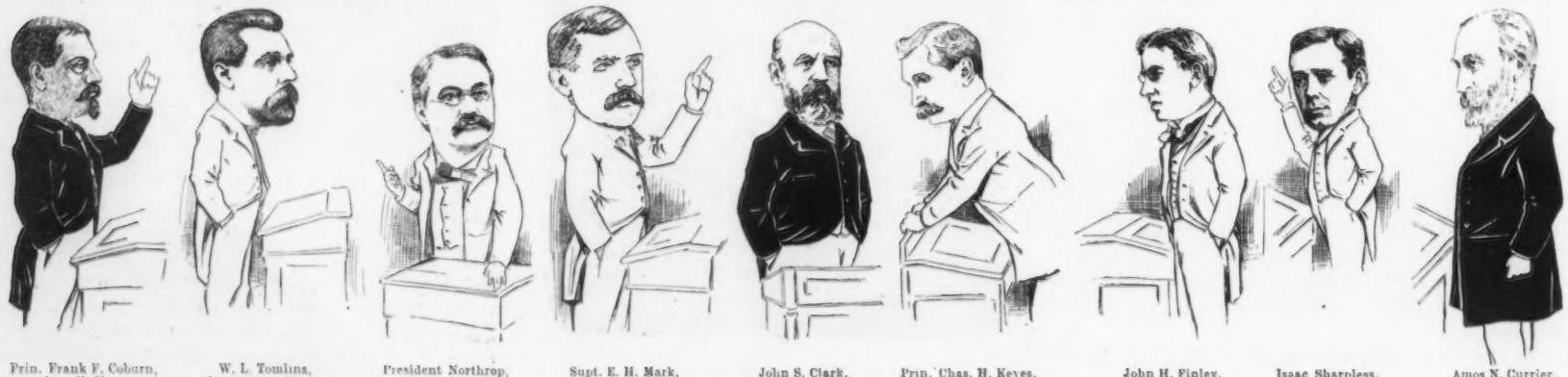
I have failed to find wherever these functions are exercised by the superintendent that the schools are any better than where the board of education and the superintendent work jointly, each department assisting and strengthening the other. "The responsibility for results" looks well in theory, but the superintendent who undertakes that kind of a contract, needs to keep his feet continually in hot water and a cake of ice on his head in all kinds of weather.

It is un-American, despotic, and is destined to break down any system of schools that is operated on that theory.—*J. M. Greenwood, Superintendent of Schools, Kansas City, Mo.*

Board the Final Voice.

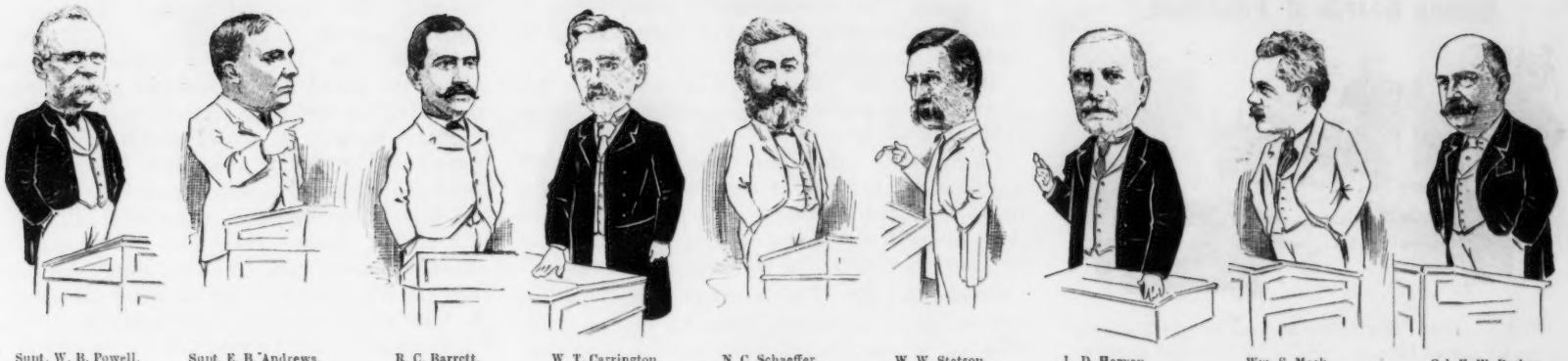
My experience is decidedly against both the theory and practice of "One Man Power." The superintendent cannot be made superior to the power which creates him. Neither can a school board delegate to a subordinate of their own creation the power and duties given them by law.

If a school board is gifted with common sense they will defer to and accept the judgment of a superintendent on the matter within his jurisdiction, and consult with him on all matters affecting the wise government of the schools. But final judgment must be that of the school board.—*Henry C. Leach, President Salem School board.*



Prin. Frank F. Coburn, Lowell, Mass. | W. L. Tomlins, Lecturer on Music, Chicago. | President Northrop, Univ. of Minn. | Supt. E. H. Mark, Louisville, Ky. | John S. Clark, Art Education, Boston. | Prin. Chas. H. Keyes, Hartford, Conn. | John H. Finley, Pres. Knox College. | Isaac Sharpless, Philadelphia, Pa. | Amos N. Currier, Iowa.

SPEAKERS AT DECEMBER EDUCATIONAL GATHERINGS.



Supt. W. B. Powell, Washington, D. C. | Supt. E. B. Andrews, Chicago. | R. C. Barrett, State Supt. Iowa. | W. T. Carrington, State Supt., Missouri. | N. C. Schaeffer, State Supt., Penn. | W. W. Stetson, State Supt., Maine. | L. D. Harvey, State Supt., Wisconsin. | Wm. S. Mack. School Board, Aurora, Ill. | Col. F. W. Parker, Blaine School of Pedagogy, Chicago.

EDUCATORS WHO WILL SPEAK AT THE DECEMBER EDUCATIONAL GATHERINGS.

One-Man Power Un-American.

1. I do not think that the "one-man power" is best adapted to the management of American schools. It is not in harmony with the genesis of American institutions, and is not adapted to secure that confidence and sympathy on the part of patrons and the public that are needed for the best working of our public schools.

2. I believe that a superintendent, working with an intelligent board of education properly appointed to share with him responsibilities, will secure better results than when he attempts to run things all his own way. The superintendent, however, should have large influence and proper authority in the management of the schools. He should prepare the course of instruction, certificate, nominate and locate the teachers, advise the board in the selection of text books, and give shape and direction to all the educational interests of the schools. The less he has to do with the business side of the work the better.—*Edward Brooks, Superintendent Public Schools, Philadelphia.*

One-Man Power Defended.

It is very difficult to say what should be done with our school managements in the cities. Our city has recently received from the legislature a law giving us the type of school government which you designate as the "one-man power" kind.

For my part, I would risk the opinion that we have not yet said the last word on school government in the United States. I think the laws governing Cleveland, Toledo, St. Louis, New York, Indianapolis, and some other cities called "reform" cities, are certain steps in an evolution which has been lived out elsewhere in the world. The expert superintendent is the second step in an evolution of which the teacher is the first.

Courses of study, text books, teachers, are subjects in which boards of education are, by the nature of the case, increasingly unable to discriminate. They can no more do these things with just discrimination than a layman can perform the work of judge in a law court. We can probably all agree that "one man" should not decide such momentous and intricate questions without stay or appeal. But to whom should such appeal be made? Certainly not to a lay board that cannot, by its nature, consider justly the cause appealed.

These appeals on professional questions should go to boards of experts that have state authority, and the purely business proposition should remain in the hands of the local lay board. The question, thus put, becomes one of non-political state boards of education, composed of experts in pedagogy and supervision.

To my mind, to take from the local board the power to appoint and remove teachers, make courses of study, adopt text books, etc., and confer it upon a superintendent, without appeal, is to give him a power that will take him off his feet and make his functions a rich prize; and to give him such power as an initiative, with appeal to the local board, is to sow the seed of disruption and humiliation, by providing for appeal from the expert to the opinion of a body that we said in the presupposition was incompetent to judge the case in the first instance.—*David K. Goss, Superintendent, Indianapolis.*

Wide Latitude for Superintendents.

In response to letter requesting my opinion as to whether superintendents of schools should be given sole power to select text books, courses of study and to employ or dismiss teachers, and to have full and free control over the schools and be held responsible for results; or whether superintendents should be given the initiative in all questions professional and in the selection of courses of study, adoption of text books, employment and dismissal of teachers, but that the final decision should be left with the board of education, the superintendent to recommend and the board to decide, I have this to say:

1st. That to take a position strictly upon one side or another of the controversy must depend entirely upon the personnel of the board and of the superintendent.

2d. Inasmuch as it is the general rule that superintendents of instruction are not all magnificently capacitated for the position, and as, for the most part, boards of education are not made up of men thoroughly cognizant of the profession of school teaching and educational needs, the middle ground must hold good for the majority of cases in the United States, i. e., the Superintendent should be given the initiative in all matters professional, courses of study, text books, employment and dismissal of teachers, and absolutely everything connected with the educational department of the public schools.

That the superintendent should be relieved, if possible, altogether of all matters pertaining to finance, buildings, grounds, furniture and such other matters, which properly should come before a committee of a board of education for that purpose or a supervisor or superintendent of grounds and repairs and the like.

Boards of education should be composed of men who know something at least of educational matters, text books and pedagogics, so that the superintendent could take some pride and pleasure in conferring with them upon such subjects.

GARDINER LATHROP,
Vice-President Kansas City Board of Education.

Thus, my idea briefly stated, is that the superintendent should be given a broad discretion and power as to the matters indicated. He should recommend, and the board finally decide, and the board should have sense enough to be able to correctly decide as to his recommendations, and the superintendent should have sufficient skill, capacity and personality to constrain the board's favorable decision upon all his recommendations.

In conclusion, I have but to repeat what I first indicated: necessarily every case must be governed by its own circumstances.—*Israel H. Peres, President Board of Education, Memphis City Schools.*

Professional vs. Business.

Your inquiry is one that is of peculiar and timely interest to the superintendents of the country. It is evidently the tendency in larger cities, especially in the Middle states and the West, to give much more power to the superintendent, especially in the line of appointment of teachers and to make him responsible for his actions. On the other hand, where such movements are in progress the superintendent is given almost no authority in the financial or business side of the school system. This is notably true in Cleveland, New York, and Boston, and, to a large extent, in Buffalo. The new charter in Rochester is a most radical departure, and I have no doubt you will make use of the action of this municipality upon this point. New England has not moved in this direction, unless it be in New Haven, where the superintendent is appointed for a term of years, and in Boston, where the appointing power is given to the board of superintendents. In Boston, New Haven and Springfield, I think the members of the board are elected at large. All these movements indicate the drift of sentiment, which moves slowly in New England. There can be no question that this tendency is strong and irresistible, and that it must finally work out some important and useful changes.

Personally, I have no fault to find with the freedom which I am given in the management of the schools of Worcester, so far as the professional side of my work is concerned. While there are numerous committees, my desires, if clear in my own mind and carefully phrased, are usually respected as much as they ought to be. In this statement I have in mind the strictly professional side of my work. The question of text books is not, to my mind, a vital one, and I do not trouble myself to canvass the board or to urge my opinion in connection with this subject. It is frequently asked, and when it is, I give it without reserve. I feel that any text book that is likely to be considered by the committee has many points of excellence.—*C. F. Carroll, Superintendent of Schools, Worcester, Mass.*

Among Boards of Education.

North Des Moines, Ia. The board has adopted a resolution providing for the appointment of a physician whose duty it shall be to look into the health of the pupils and sanitary conditions of the school buildings.

Atchison, Kan. The present school board is known as the "Fletcher Board." It has three members of that name.

Highland Park, Mich. This city has at present two rival school boards that are organized and fighting for supremacy. The courts have been appealed to for the settlement of the difficulty.

Indianapolis, Ind. The new school board law, under which the board of education reorganized, requires as one of the preliminaries to election, that every candidate shall be proposed in writing by not less than two hundred householders of the city. The law specifies that no more than one candidate is to be named on any one petition, and no person is to sign more than one petition for any one election.

Clinton, Mass. The training school which has been for some years run in connection with the local public schools has been discontinued, and hereafter no teachers will be hired who are not normal school graduates. It is believed that this will result in an improvement of the service.

Oshkosh, Wis. President Dale, of the board of education, recently addressed the teachers and admonished them to be constantly on the alert for disease. He said: "Of course you are not expected to become experts in diagnosis. But in all cases you may be safely conservative and give the health of yourselves and your pupils the benefit of a doubt. The protection and preservation of health should certainly take precedence of all else in the management of our public school system.

Chicago, Ill. That saloon men have rights which even the board of education is bound to respect is the theory advanced by Mayor Harrison in a letter to the board. The missive came in reply to a communication from President Harris in closing a protest from patrons of the Webster school against granting a license for a saloon almost across the corner from the institution.

New York, N. Y. It is estimated that there are about 40,000 children in the city between 6 and 8 years of age who are not attending any school.

Los Angeles, Cal. The board is contemplating to fit up a lunch room at the high school, furnish it with tables, chairs and counters. It is thought that arrangements could be made with a restaurantman to serve warm lunches at from 5 to 15 cents.

Belleville, Ill. The board of education has established a penny savings system in connection with the schools.

Chicago, Ill. President Graham Harris: "I am heartily in favor of the idea of Supt. Andrews of moral training in the schools, but we must proceed with great caution in the manner of teaching and in the selection of text-books."

Greenville, Ill. The board of education has ordered that a scripture lesson be read in each room at the opening of exercises each morning.

Detroit, Mich. Health Commissioner Pound has suggested to the board of education that the scholars in the high school—both male and female—be instructed about their conduct during mature years.

Pittsburg, Pa. The board of education has requested the street car companies to haul high school and other school children during certain hours each school day at a reduced rate.

Cincinnati, O. Dr. Culberson, of the school board, believes that all school houses should be located in the country and should be supplied with all the modern facilities and equipments of the city schools. He would have the city transport the children every day to the heart of the country, supporting them with nutrition, hygienic noonday meals and bringing them back to their city homes each afternoon. He believes that daily contact of the children with a healthful rural environment, away from the smoke and impure air of the tenement and business districts, combined with the training of the public schools, would tend to prevent the degeneration that comes from continuous city life, and would produce greater virility and strength in the generations of the future.

San Francisco, Cal. The new charter vests in the mayor the power to appoint all members of the board of education.

St. Louis, Mo. The board is about to erect a new school building, at a cost of $100,000. It is to be known as the Eugene Field school, and has thus been named in honor of the poet who has written so many delightful poems of childhood, and whose name has become so familiar to the little folks.

Lincoln, Neb. Secretary Gillan, of the board, is compiling a list of all children in the city between the ages of 8 and 14 years, with a view of compelling their attendance at school at least twelve weeks in each year.

Hoboken, N. J. President Edward Offerman, of the board of education, recently addressed a gathering of teachers. He said: "Sometimes it happens that a youthful and pretty face has more influence with a school officer than many years of faithful and efficient service. This is unjust to the teacher and community alike. In some places they seem to be determined to get rid of old, faithful teachers, whose faces may have lost their youthful beauty, and to replace them with girls with pretty faces but lack of experience. This is all wrong." The venerable school teachers applauded heartily.

Chicago, Ill. Dr. W. S. Christopher, a member of the board, has formulated a plan, which the board has decided to introduce, for minimizing the danger to school children from the spread of infectious diseases. The plan, in brief, is to have all children examined for traces of infectious diseases—especially diphtheria and scarlet fever—when they first enter the school. Every child, likewise, would be examined on his return to school after an absence of four days' duration. In addition further examination would be made of such children as showed symptoms of ill health.

North Vernon, Ind. The mayor has held that the school authorities have no power to refuse admission to pupils for want of a certificate of vaccination.

Joliet, Ill. Through the generosity of Archt. F. S. Allen the board of education has been presented with two wagonloads of cannas. The plants are to be divided among the various school buildings next spring.

Philadelphia, Pa. The board has made arrangements with the faculties and trustees of the medical colleges and hospitals for the formation of a corps of physicians to daily visit the schools and make medical inspection of such children as may show symptoms of illness.

Evansville, Ind. The high school cadets have enlisted the services of the school board in their endeavor to obtain equipment. The board has been petitioned to request the government to furnish the cadets with Springfield rifles.

Philadelphia, Pa. Some time ago the school directors of the Twenty-fourth ward ordered the separation of the boys and girls who had thereto fore attended mixed schools. The citizens arose in their might and demanded that the board rescind its action, which it did.

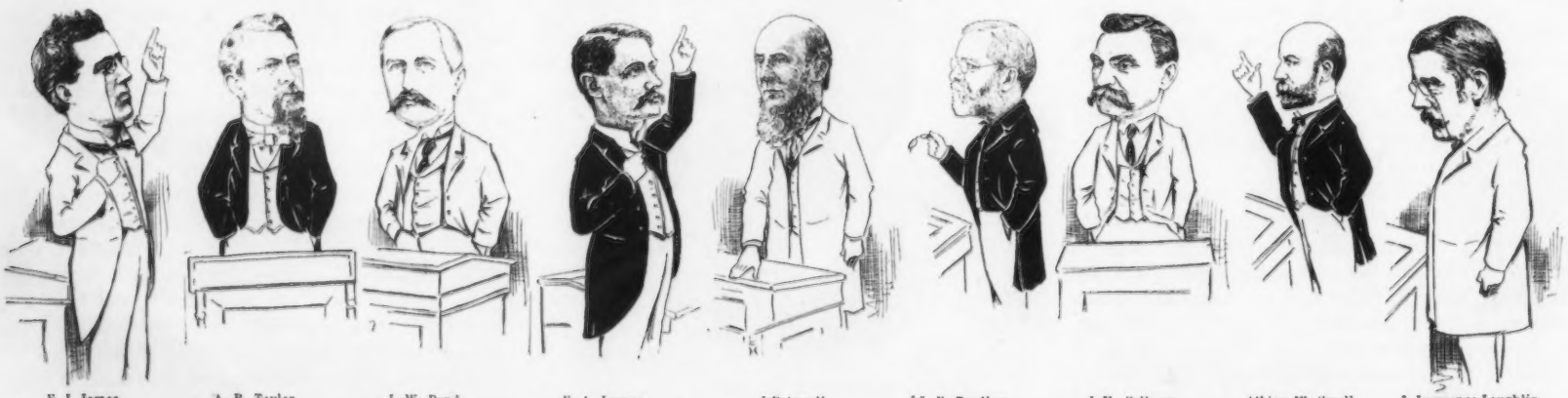
Chicago, Ill. Christian R. Walleck, the school trustee responsible for the resolution to prevent married women from teaching, and the former member of the state legislature who introduced the bill to tax bachelors, has taken to himself a wife. He did not succeed in having his resolution adopted or his bill passed, and it is reported that he will make no further efforts in their behalf.

New York, N. Y. Miles M. O'Brien: "I consider the appointment of married women whose husbands are living the introduction to a most pernicious system."

Tyrone, Pa. The board has ordered the superintendent to remove all children now attending school that have not arrived at the limit age of 6 years.

Glen Cove, Long Islane, N. Y. The school authorities are considering the question of securing a better average attendance, either by erecting more primary schools or by hiring stages to transport the children from the thirty sections.

Springfield, Ill. The board has made efforts to get a half-fare rate for school children going to and from school on the street railway.



E. J. James, University of Chicago. | A. R. Taylor, Pres. State Normal Emporia, Kansas. | J. W. Bond, Supervisor in Public Schools, St. Paul, Minn. | E. A. Lyman. Prin. Ypsilanti Normal. Mich. | J. B. Angell. Pres. Univ. of Mich. Ann Arbor, Mich. | J. E. Bradley. Pres. Illinois College. | J. V. Calhoun. State Supt. Louisiana. | Albion W. Small. Prof. Univ. of Chicago. | J. Lawrence Laughlin. Univ. of Chicago.

EDUCATORS WHO WILL SPEAK AT THE DECEMBER EDUCATIONAL GATHERINGS.

President Gates Iowa | Supt W N Hallman Dayton O | Pres Jos Carhart Minn | Supt H D Huffaker Tennessee | E T Pierce Prin High School Los Angeles Cal | Hon O T Corson President N E A Columbus O | Prin E F Herrmans Denver Col | Prin Chas S Haskell Brooklyn N Y | J F Millspaugh Pres Normal School Winona Minn

How Text Books are Adopted in Various States.

ALBANY—Books selected by county board.

ARKANSAS—List of books is named by the State superintendent. Directors are limited to this list in making their adoption. Time, three years.

CALIFORNIA—The text books are published by the state. The state owns its own printing plant.

COLORADO—Books are adopted by local boards.

CONNECTICUT—Text books are selected by local boards. State board of education has authority by law to prescribe text books, but never does so.

DELAWARE—All books are ordered by the local boards, through the trustees of the state school fund. Time, five years. There is state uniformity.

FLORIDA—Each county school board adopts books for its county. Time, five years.

GEORGIA—Each county board of education selects books to be in use in the county. No free books.

ILLINOIS—Each district board makes the selection for its district. No change can be made oftener than four years. Books are given free to indigent pupils.

INDIANA—Books are adopted by a board of school book commissioners for five years. Free text books to indigent pupils. There is state uniformity.

IOWA—By county board of education.

IDAHO—Adopted by a commission appointed by the governor. There is state uniformity and the free text book system is in vogue.

KANSAS—Books are adopted by the state text book commission for five years. There is state uniformity.

KENTUCKY—County board of examiners adopt books. Publishers whose books are adopted are required to give bond, in a measure, guaranteeing prices. Term of adoption, five years. Each county is required to furnish indigent children $100 worth of books on certificate of the county superintendent that such is necessary.

LOUISIANA—Books are selected by the state board of education once in four years, a uniform series being provided. The board reserves the right to make changes or additions to the list.

MAINE—Books are adopted by boards of each town free to all the children. Time, five years.

MASSACHUSETTS—Eash local school committee selects its own books, which are furnished free to the children. They remain the property of the towns and cities, however.

MICHIGAN—Books are adopted by local boards for five years. There is state uniformity.

MONTANA—Books are adopted by a commission composed of the superintendent of public instruction, the president of the university, the president of agricultural college, and three public school teachers actively engaged in public school work. Time, six years. There is state uniformity.

MINNESOTA—By the local boards, for not less than three years and not more than five.

MISSOURI—School book commission composed of state auditor, attorney general, superintendent of public instruction, president of state normal school, at Kirkville, and one practical public school teacher appointed by the governor. Time, five years. There is state uniformity.

NEW MEXICO—Books are adopted by the territorial board of education for four years.

NEBRASKA—Independent districts each select its own books from three to five years. Schools are furnished free text books. School boards usually handle the books.

NEVADA—The state board of education adopts every four years. The books are distributed from the superintendent to public instruction's office.

NEW HAMPSHIRE—Local option as to adoption of books. Books are free. Bought by school board from publishers.

NEW JERSEY—Books are adopted by local boards and the county superintendent.

NEW YORK—Books are adopted by local boards.

OHIO—Books must be endorsed and a maximum price fixed by the commission, consisting of governor, secretary of state and state commissioner of schools, before they can be adopted by county or district board of education.

OREGON—Every six years the selection of school books is made by a vote of the county superintendents and the state board of examiners, composed of nine members. There is state uniformity.

RHODE ISLAND—Adopted by local boards. Free of cost to the pupils. Bought and distributed by the boards.

SOUTH CAROLINA—State adoption by state board of education. Time, less than five years; may be as long as the state board wishes. Last adoption was far seven yeafs.

TENNESSEE—The county superintendent suggestschanges, and the Directors adopt or do not adopt, as they prefer. There is no compulsion as to adoption.

TEXAS—Books adopted by state text book board, composed of state board of education, superintendent of public instruction, president San Houston normal institute, and attorney general, for five years. There is state uniformity.

UTAH—Books are adopted by local boards for five years. There is state uniformity.

VERMONT—Each town selects the books. Changes as the board desires.

WASHINGTON—Books adopted by the state board of education for five years. There is state uniformity.

WEST VIRGINIA—A part of the list is adopted by state contract and the rest by the county school boardsfl There is partially state uniformity.

WISCONSIN—Books are adopted by the local boards.

Chicago, Ill. A new training school for nervous and backward children—the first of its kind in the world—is to be established. Its purpose is to provide a home and school for boys and girls who, owing to illness or infirmity, are unable to cope with normal children.

San Francisco, Cal. Mrs. George A. Beanston, a teacher in the Hawthorne Primary school, intends to contest the right of the board of education to dismiss her because she got married. A few months ago the board revived the rule that marriage should work a forfeiture of position.

Exhibit at Paris Exposition.

MILTON BRADLEY CO., THE SOLE REPRESENTATIVE OF AMERICAN KINDERGARTEN MATERIAL.

The Milton-Bradley Co., manufacturers of kindergarten material, have accepted an invitation from the American commissioner of the educational exhibit at the Paris exposition, in 1900, to furnish an exhibit of their education material and appliances. The invitation was accorded to this firm in consideration of their wide reputation, the plant being the largest of its kind in the United States, and their display in Paris will be the only official representation of kindergarten supplies from this side of the water. Being entered in this way, the exhibit will be more scientific than commercial—that is, it will be used to supplement the exhibit made by a few schools of the country, illustrating the highest development of our kindergarten system in the public schools.

The space which they will occupy will include a revolving wing cabinet, showing thirty-two large cards, 22x28 inches, upon which are mounted samples of the many varieties of novelties used in kindergarten work. The exhibit will be condensed as much as possible to economize space. The cardboard leaves in the wing frames will contain samples of the great variety of sewing cards, parquetry papers, cutting and folding material, weaving mats and fringes, Christmas sewing cards, and other material used in the kindergarten occupations which can be mounted upon flat surfaces. Three shelves are also allowed the company, upon which they will show samples of twenty different gifts that may be used for work by the kindergartners, together with many volumes of literature for mothers, teachers and young children. This part of the exhibit includes also the line of water colors, which has lately been put on the market with such success, to complete the Bradley system of color instruction. Sample copies of their monthly magazine, Kindergarten Review, will also be widely circulated at the exposition.

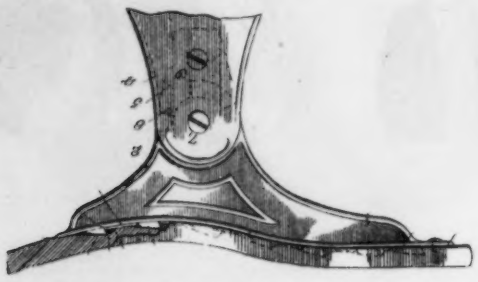
Accompanying the exhibit, there will be sent a special Paris exposition edition of 10,000 copies of a neat pamphlet of twenty-five pages, entitled "A Plain Talk About the Kindergarten," published for the purpose of spreading information on the subject.

The kindergarten schools of New York City, Boston, Philadelphia, St. Louis, Chicago and Washington are supplied by the Milton-Bradley Co., and the schools in many other large cities are extensive patrons of the firm.

The above exhibit was shipped care of the Commissioner of Education, Albany, N. Y., on Saturday, Nov. 18th.

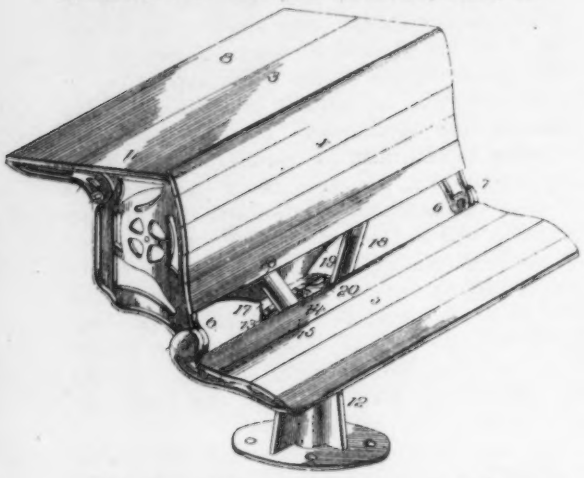
Recent Patents Granted.

SCHOOL FURNITURE. Charles H. Lawton, Wabash, Ind.



A seat or the like provided with a continuous groove having a series of alternate long and short inclines in its bottom and having its sides undercut, the proximate inclines being of opposite inclination and arranged to meet on a plane below the surface of the material in combination with a support having a series of undercut lugs adapted to fit between the undercut sides of the groove and initially held in alinement with the groove by being placed on the meeting-points of the inclines, the shorter inclines serving as an additional lock for the lugs.

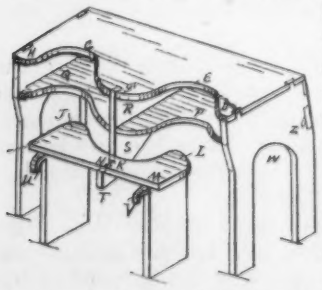
SCHOOL DESK. Simon W. Conwell, Leon, Ia.



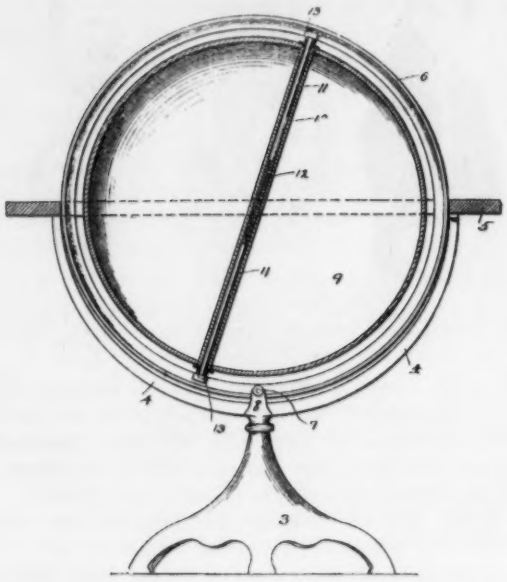
This invention consists of a central support comprising a circular plate and a centrally-disposed vertical journal, a second plate mounted to turn horizontallly upon the first-mentioned plate and centrally apertured to receive the said journal, a desk, spaced bars projecting upward from the second plate and attached to the desk and bracing the latter, and a spring-actuated bolt slidably mounted in the said bars above the plate and adapted to interlock with the aforesaid vertical journal. A stand having an outer flange and a vertical journal, a plate mounted upon the said journal and flange to turn thereon and provided with a horizontal bar and upwardly-extending bars, a desk secured to the said bars of the plate, and means provided on the plate to engage with the said journal to hold the plate in the required position.

SCHOOL-BENCH. Karl Milla, Vienna, Austria-Hungary.

In a school-bench the combination with a top board provided with curved recesses in its front edge, and projecting parts contiguous to said recesses, of seats J directly below said recesses, but terminating at a distance in front of the bottoms of said recesses, whereby the user can stand in the recess directly in front of his seat, and when seated within the recess has supports at the sides of said recess for the forearms.

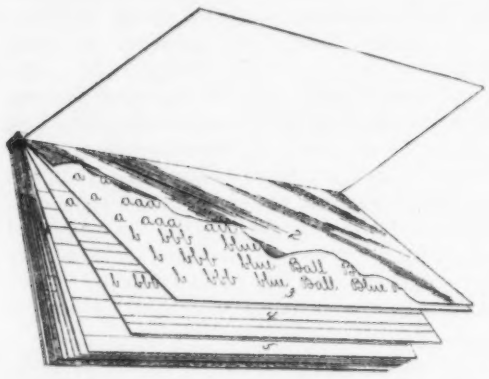


GLOBE. Thomas H. Costello, Chicago, Ill.



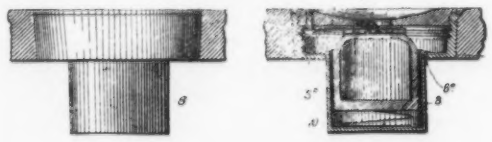
The combination with a globe of a central passage therethrough, a divided axis in said passage, a device in said passage between the parts of said axis adapted to engage the wall of the passage when the ends of the axis are journaled in place, and a suitable support for the ends of said axis, the globe being susceptible of revolving about said divided axis.

COPY-BOOK. Edward L. Horney, Chillicothe, O.



A copy-book or pad, comprising several sets of leaves bound together successively, each set of leaves comprising one having letters, words or characters thereon; another leaf of each series being made of tracing material and disposed in advance of the leaf having letters, words or characters; a third leaf having letters, words or characters thereon and also having blank lines, and the fourth leaf of each set having blank lines and without letters, words or characters.

INK-WELL. Oscar K. Trego, Denver, Colo.



In an ink-well, the combination with a desk-top or other object having a suitable opening, a cup supported in said opening and a spring-supported bottle located in said cup, of a cap exteriorly threaded to engage interior threads formed on the wall of the opening, the under surface of said cap being free from depending fastening devices, and a closure pivoted to the under surface of said cap and adapted to swing in a horizontal plane below the screw-fastening of the cap and between the cap and the top of the bottle, and a flat piece of some suitable yielding material applied to the lower surface of said closure whereby the bottle may be made air-tight.

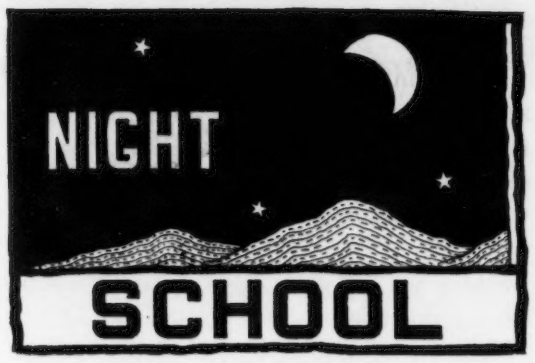
TELLURIAN. Robert Mowery, Hot Springs, Ark., assignor of one-half to Joseph R. Kilgore and John H. Kilgore, same place.

In a tellurian, the combination with a sun-globe, of a rotary frame, a bracket swiveled upon the frame, an inclined earth-globe axis mounted upon the bracket, to describe an orbit around the sun-globe, a fixed cam-guide, and an operating-rod having an adjustable device thereon to engage the cam-guide and move said rod vertically, whereby rotary motion may be imparted to the bracket in accordance with the movement of the frame around its axis and preserve a uniform direction of inclination of the earth-globe axis.

The impression, based on carefully prepared press reports from apparently interested parties, having gone out from Chicago that Webster's series of dictionaries have been thrown out of the Chicago public schools, an investigation develops the fact that the publishers of another series of dictionaries made very strenuous efforts to secure this, but the effort resulted in a signal failure; that the Webster series only are authorized and supplied to the public schools of Chicago, and that there seems no disposition on the part of the board of education to make any change; so that Webster remains the standard in Chicago, as it has for so many years been the standard there and throughout the English-speaking world.

Miss Primary—So, you have laid aside your studies and are about to enter upon the active duties of life?

Young Graduate—Yes, but since I got my sheepskin and have had time to look around me I am surprised to find the active duties of life so closely attended to already.



Oskaloosa, Ia. Night schools have been opened.

Jersey City, N. J. The pay of the night school principals was fixed at $2 for each session, and that of the teachers and janitors at $1.50 each.

Boston, Mass. The evening schools are for adults and children over 14 years, who are unable to attend day schools. Books and supplies are furnished free to pupils. Non-residents are required to pay a tuition of $13. The sessions of the evening high school begin at 7:30 and close at 9:30; those of the elementary schools from 7 o'clock to 9 o'clock from Monday and Friday, inclusive. Special classes are formed for the benefit of foreigners who can neither speak nor write the English language.

Springfield, Mass. The length of time for holding evening schools has been shortened two weeks this year. The money saved thereby is to be used in opening several more kindergartens.

Cumberland, R. I. The night schools are in charge of the day school principals, who are paid for this extra service $2 per session.

Jersey City, N. J. Seven night schools are in operation. Classes have been formed in stenography, bookkeeping, German, English, and arithmetic. Sessions are held on Mondays, Tuesdays, Thursdays and Fridays. The sessions begin at 7:15 o'clock.

Buffalo, N. Y. A number of night schools have been opened. The length of the term will be twelve weeks. The session begins at 7:30 and continues two hours. Books are furnished free for use. Pupils who wish to take the books away from the school building for the purpose of studying are required to make a deposit with the principal equal to the cost price of the book. This money is refunded whenever the book is returned in good condition.

New Bedford, Mass. An evening school in which stenography and typewriting is taught has been opened. Its opening is being tried by the board as an experiment.

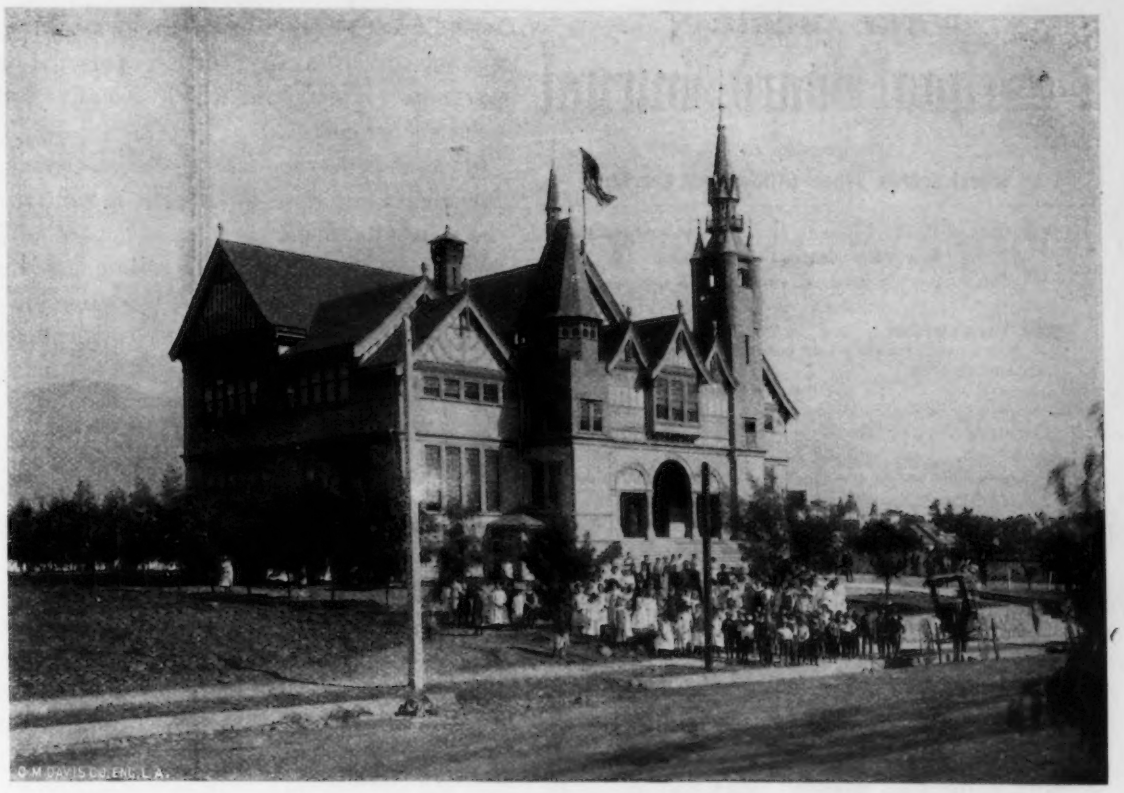
Cleveland, O. Supt. Jones has recommended that each of the manual training plants be kept open every evening throughout the winter, and that evening high schools be opened in each of the high school buildings with not less than three or four teachers in each building.

Chicago, Ill. Supt. Andrews has succeeded in having the course of study for the night high schools extended so as to include higher arithmetic, algebra, physical geography, history, physiology and modern languages. Any of these studies are to be taken up when a class of fifteen demands instruction therein.

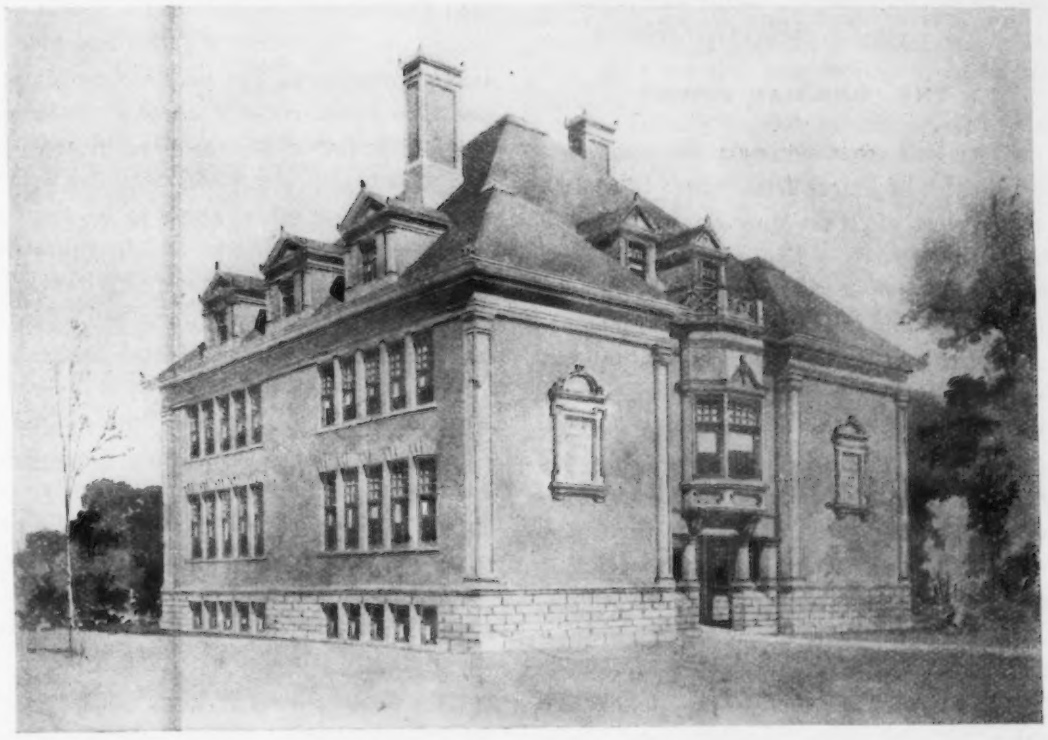
Dayton, O. Principals of night schools receive $2.50 per night, and the teachers $2.

Columbus, O. Teachers employed in the night schools are selected from those not connected with the day teaching force except in case of necessity.

Philadelphia, Pa. The salaries of the teachers in the graded night schools have been reduced. The principals now receive $50, instead of $80, as formerly, per month, while the assistants get $40, instead of $50.



THE GARFIELD SCHOOL, 9 ROOMS, PASADENA, CAL.



D. F. Garr, Architect, Minneapolis.

NEW SCHOOL BUILDING FOR STILLWATER, MINN.

PROPOSED NEW BUILDING FOR PEMBROKE ACADEMY, PEMBROKE, N. H.

THE AMERICAN
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DEVOTED TO
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CHRISTMAS GREETING.

The humble undersigned, his wife and babies, never enter upon their simple Christmas pleasures without a feeling of gratefulness toward The School Board Journal patrons. This feeling is mingled with many well wishes. May you all enjoy a merry Christmas—merry in reality, merry in fact—merry, happy and joyous.

Wm. Geo. Bruce.

THE "ONE-MAN POWER."

With this issue we begin the publication of a series of letters from school officials on the subject of "One-Man Power in School Administration." The letters thus gathered will give a concensus of opinion on this important subject and will do much toward clearing the horizon. It has been held in school board circles that the scramble for power was in reality a concerted movement on the part of the pedagogue to secure the control of the schools. This, we believe, can easily be disproved. Again, it can be shown that the number of superintendents seeking arbitrary powers is limited. The communications thus far received are interesting and valuable. They bring out many new ideas on the relationship that should exist between superintendent and school board.

Our next issue will contain another series of opinions from leading school board officials and superintendents.

UNSERVICEABLE SCHOOL BOARDS.

In the state of Pennsylvania several of the county courts have very properly removed school boards from office because of continued deadlock. Any set of men who are willing to behave in this manner are manifestly unfit for the duties which they have been called upon to perform, and they should no longer be allowed to act.

When a man accepts the position of school director, it becomes his duty to make the public good his aim. If members of school boards would do this, they would not become involved in fruitless personal or partisan contests, in which usually both sides are wrong.

It is well that the law provides a remedy for such a situation, making it the duty of the courts to appoint new men who are more mindful of their duty to the public and who better realize the obligations resting upon them as incumbents of an office than which few are more important to the community.

WHAT IS AN EDUCATIONIST?

At a recent institute held in the city of Scranton Supt. Howell gave the following definition for an educationist:

An educationist is an iconoclast who never rebuilds; a person who grows lonesome with himself, pilfers German thought, and feeds on foreign ideas; one who cannot teach, but believes in his own conceit that he can tell others *how* to teach; one who hates the average child, but loves the precocious freak; one who knows not the child that God made, but the one He should have made; one who carries a kodak and puts his best expression in our monthly magazines; one who struts about convention halls asking for the president who wants to see *him;* one who has thoughts too deep for expression, but nevertheless wants to be on every N. E. A. program; one who has inherited no legacy from past generations; one who is *sui generis;* one who thinks W. T. Harris has never been to school and gauges the "Old Man" with a five-foot rule; one who sees the pedagogic method, but is blind to actual results; one who does a wholesale business in fractions, can tell the time required to recognize each letter of the alphabet, give its size on the retina and the depth of its impression on the brain; one who has a formula for every mental disease; one who believes there is too much of God in poetry and religion; one who believes that the recitation is an opportunity not for the pupil, but for the teacher, to tell what he knows; one who believes that the science of teaching can be found in the academic branches as taught in the normal schools; one who believes that normal schools should be supported by the state and preferred millionaires and that the carnival and the vaudeville should be employed to embellish a common school education; one who believes in one-man power and a monarchical form of school government; one who believes not in mass education, but in tutor pedagogy; one who thinks himself the disembodied spirit and resurrected soul of Herbart; one whose chief and lofty aim in life is to be thoroughly advertised; one whose degree (Ph.D.) outweighs the man; one who graduates, but never leaves the college.

TEACHERS CAN MARRY.

The San Francisco board of education some time ago decided not to employ married women in the schools. Men were accepted whether married or single, but women must be single. After this order was made one of the San Francisco female teachers got married, and the board ousted her for this reason.

The young woman was evidently better versed in the law than the board and she refused to be ousted. The case was taken into court and the teacher won. The court has held that the board of education has no power to dismiss a regular teacher in the school department because of her marriage. The board's power as to the dismissal of a teacher is restricted by several sections of the Political Code. It is there enacted that a teacher can be dismissed for only six causes—insubordination, immoral conduct, profanity, unprofessional conduct, intemperance, or unfitness. The court is of the opinion that it is public policy to encourage rather than to discourage matrimony, and that the action of the board of education makes marriage an offense.

MANUAL TRAINING AND HEALTH.

In a lecture at the Clark University, Dr. Burnham gave the following opinion on manual training and hygiene:

"The benefits of manual training are numerous. Muscle training is a part of mind training. It can be given out of doors; it may take the form of exercise. Work is the remedy for all discouragement and all despair. Manual training is one of the oldest forms of teaching expression of thoughts. It is important that there should be a study of hygienic conditions during motor training. In the first place, delicate work is out of place at the start. All the obvious rules of hygiene must be observed. In manual training for girls, the work should not be brought too close to the eyes, the posture of the body should be correct. The light must be looked to. In certain forms of manual training so much depends on the shadow, as in drawing, and each child should have an individual light if the work is done at night. The work, of course, should not be too delicate. In sewing the meshes and stitches should not be too small.

"The approximation of the work to the eyes depends on the color of the material. The work should not last too long, and the eyes should be relieved by looking at objects at a distance. During recent years gymnastic training has been introduced into our schools, and I deem it of utmost importance, but it has its hygienic principles, which must not be overlooked. The chil-

Director Keating, of the Chicago Board of Education, objects to Superintendent Andrews' policy.—*Inter Ocean.*

Supt. Aaron Gove, of Denver, has declared himself in favor of the old-fashioned method of inflicting corporal punishment.

What a spirited meeting of the Board of Education, at San Francisco, usually means.

dren should not be drilled in a dusty room, when they are tired; individual differences and the nervous children should be regarded."

In the eyes of a manly school board the fact that a person would offer to take a position, held by another, at a less salary would be sufficient evidence of unfitness for the place. Yet there are school boards that deliberately "beat down" a teacher's wages by getting them to bid against each other. Such action is to be condemned.

Chicago has decreed that Spanish shall henceforth be taught in its public schools, and other cities will doubtless soon be following her example. Spanish is a noble, sonorous and beautiful language. The Emperor, Charles V., a Spaniard in blood, and naturally partial to his mother tongue, used to say: "Spanish is the language of the gods." He was not so flattering to other languages. French he declared as the language for friends, Italian for lovers, English for horses, German for geese, and Bohemian for the devil.

Teachers for appointment should be recommended by the school superintendent, approved by the school board's committee on teachers, and confirmed by the board. A recognized standard should be in vogue which denoted the necessary requirements for such persons as desired to enter the teaching profession.

School House Sanitation.

An interesting discussion on school sanitation was opened at the Council of School Superintendents, held at Poughkeepsie, N. Y., by Supt. Tuttle. He outlined the difficulty met with in selecting a set of school house plans.

Supt. Griffith, of Utica, said that in taking up the subject recently he had secured the greatest amount of information from the Pedagogical Seminary and an architect's journal. He recommended the use of mechanical ventilation—exhaust or blow fans. He objected to the vacuum system of ventilation because it is apt to draw bad air from unsanitary plumbing.

Supt. A. B. Blodgett, Syracuse—Gravity system fails when it is most needed. The greatest difficulty with heating system arises from the ignorance and incompetence of those in charge of them. Blow and exhaust system of ventilation necessary. Dry closet system the best. Water system never.

Supt. Dolph condemned the dry closet system. His experience has caused him to favor the flushing system of closets.

Supt. C. W. Cole, of Albany, endorsed the dry closet system as being the best. There is a strong prejudice against them, but they are proving themselves superior. Held the plenum system of heating and ventilation as being the best.

Supt. Norris, of Canandaigua, did not approve of dry closets. He favored the water system for flushing closets.

Supt. Benham stated that plumbers fight the dry closet system everywhere in the United States. They gave as the reason that the dry closet gave the plumbers nothing to do in the use of repairs.

Supt. Belknap favored definite action by the council on the subject of school sanitation. School boards trust too much to local architects. Deficiencies in school buildings could be obviated by state legislation. Local business interests interfere frequently with carrying out the best ideas.

Supt. Tuttle—It will be impossible for superintendents to be fully informed on the subject of heating and ventilation. This ought to be left to experts. State laws ought to fix a standard.

Assistant Supt. Godwell, of New York City—We still need facts, and not systems. The various requirements for heating, ventilation, lighting, etc., should be fixed.

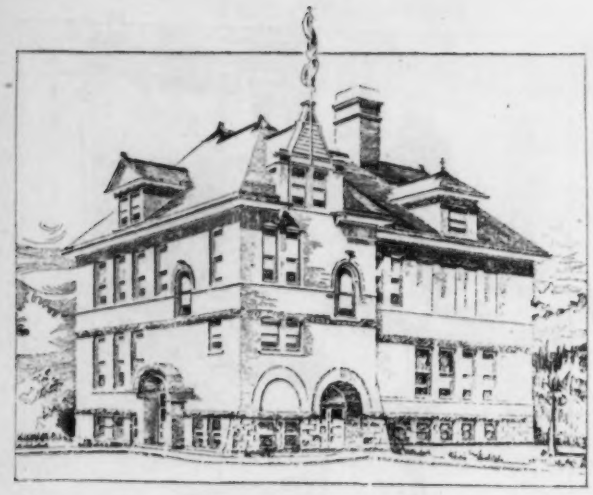
Rochester, N. Y. The question of having women represented on the board of education is being agitated.

Fort Scott, Kan. The board has about decided to establish a savings bank system in the schools.

The school situation in the Borough of Richmond, Greater New York, as pictured by the *New York World.*

Prof. C. M. Woodward is elected President of the Board of Education, St. Louis, Mo.

Prof. Zalmon Richards, the first President of the National Educational Association, died at Washington, D. C., last month.



NEW HIGH SCHOOL BUILDING, CASHTON, WIS.

The new high school building at Cashton, Wis., is an imposing, convenient and substantial structure. It is 72x56 feet, built of solid brick and finished with Menominie pressed brick.

There is a basement under the entire structure which is used for playroom, physical laboratory and for the furnaces. The first floor is divided into three rooms, having adjoining cloak rooms, and a library. On the second floor there are three rooms, principal's office and a recitation room. Each room can accommodate from fifty to seventy-five pupils. The building is heated and ventilated by the most modern plan.

The building stands as a monument to the intelligence of the people of Cashton, and every patron of the school can point to it with pride and satisfaction. Chandler & Park, architects, Racine, Wis., drew the plans.

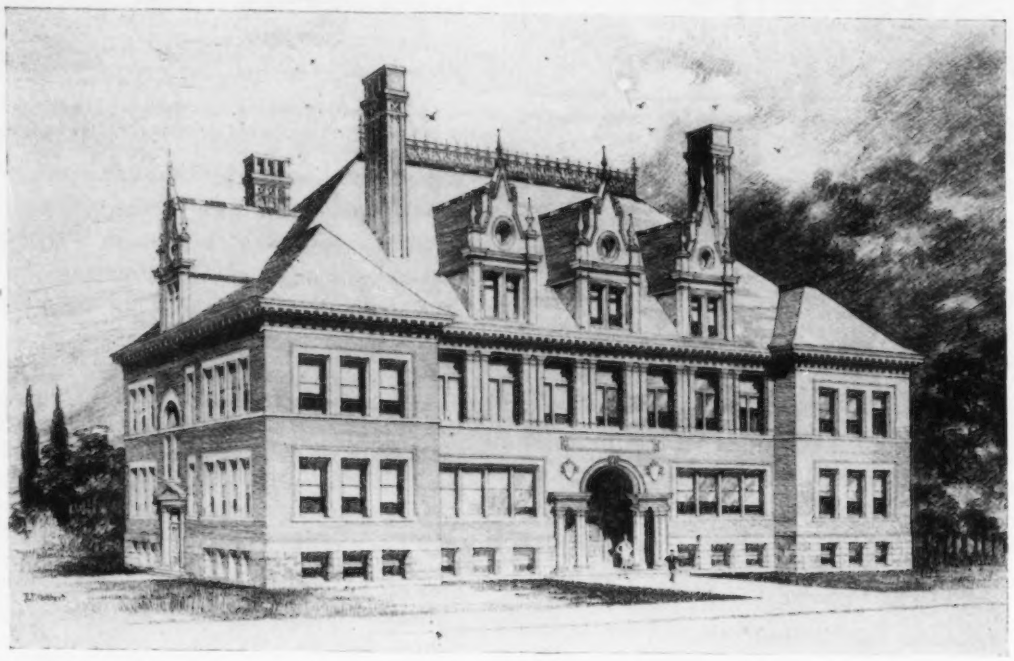
NEW SCHOOL BUILDINGS.

The Friendship public school building is being erected in the Twentieth ward of Pittsburgh, Pa. (in the heart of the city), upon a plot of ground three acres in dimensions fronting on four streets. The building has sixteen class rooms, principal's room, teachers' parlor, wardrobes, etc., and will cost, complete, $120,000. It is entirely fire-proof, has a flat roof composed of 6x8 tile bedded in asphalt, stairways are of iron, hallways mosaic floor, marble base under all wainscot, vestibules marble wainscot finish, doors, etc., quarter-sawed oak and plate glass windows throughout. Face brick are gray Roman vitrified, and frieze, cornice window and door casings, pilasters, porch columns, etc., of white terra-cotta of most superior quality. The building is 174 feet long and 97 feet in depth. Architect C. M. Bartberger, of Pittsbugh, drew the plans for this handsome school house.

The plans for the new school house to be erected at Wonewoc, Wis., were drawn by Architects Chandler & Park, Racine, Wis. The school will be about 60x72 feet, and the cost of construction is estimated at $15,000, including heating and ventilating system. It will be constructed of brick with stone foundation and stone trimmings. The interior is to be of Georgia pine, with oak finish, and the plaster of adamant. There will be two entrances leading to first floor and one wide stairway leading from first to second floor. The school will have seven school rooms with cloak rooms adjoining, three recitation rooms, library, and lunch room. There will be a central hall, off from which will open the main rooms. Advantage is to be taken of the sloping site so as to have two school rooms in the basement; these rooms are to be so arranged that they will be as light, cheerful and dry as any of the upper rooms.

C. M. Bartberger, Architect, Pittsburg, Pa.

THE NEW FRIENDSHIP SCHOOL BUILDING, 20th WARD, PITTSBURG, PA.



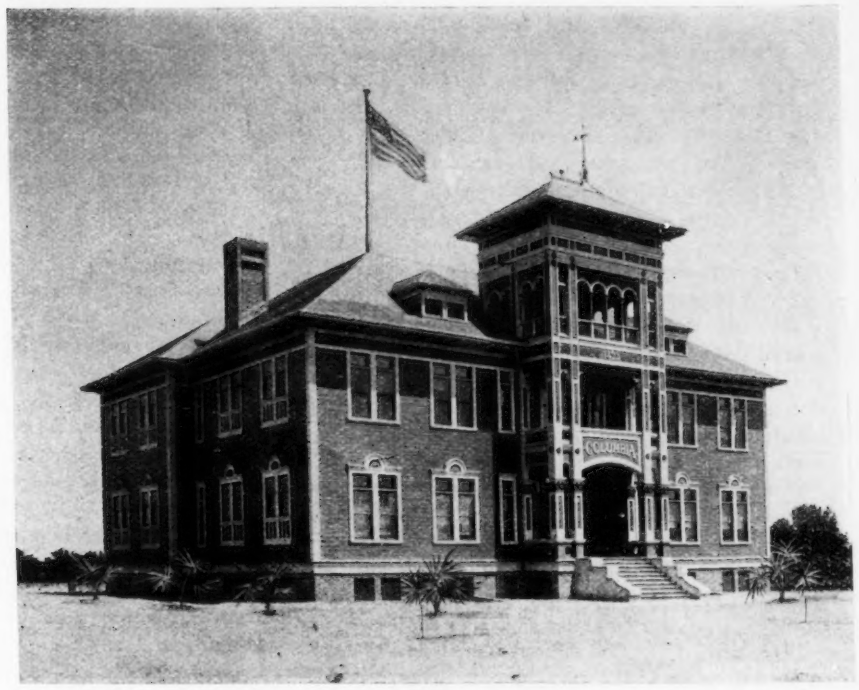
F. D. Orff, Architect, Minneapolis, Minn.

NEW SCHOOL BUILDING FOR VINTON, IA.

Chandler & Park, Architects, Racine, Wis.

NEW SCHOOL FOR WONEWOC, WIS.

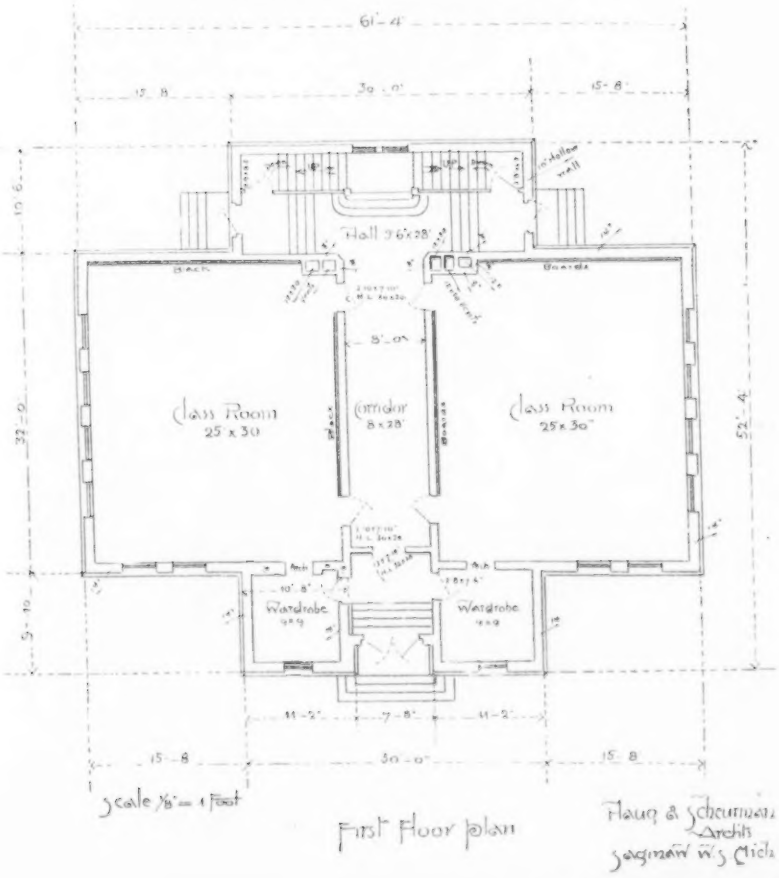
THE LINCOLN SCHOOL. 8 ROOMS, PASADENA, CAL.

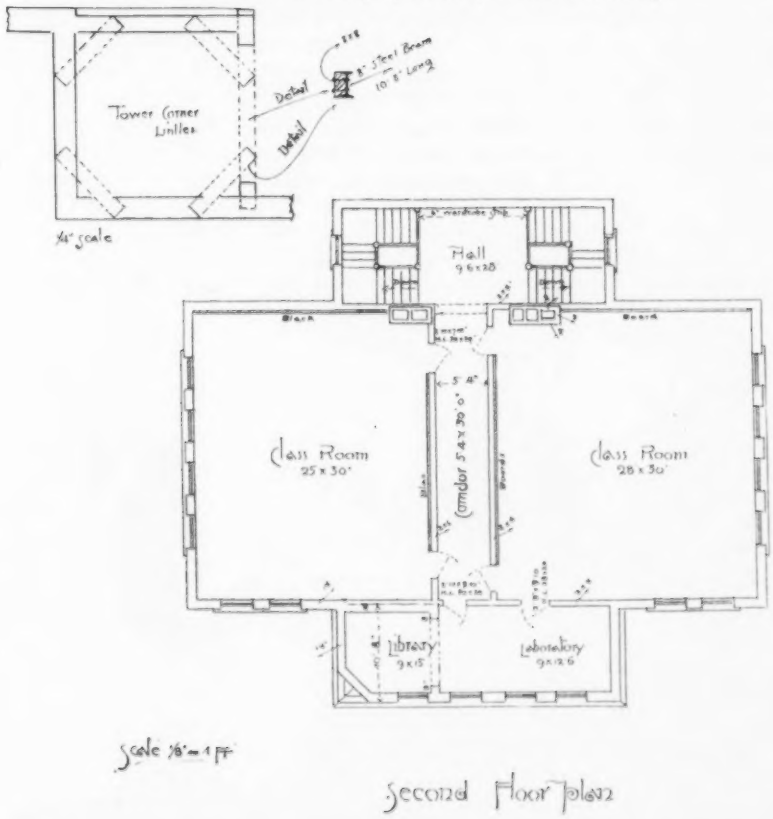


THE COLUMBIA SCHOOL, 8 ROOMS, PASADENA, CAL.

NEW SCHOOL BUILDING, VERNON, MICH.

THE WILSON HIGH SCHOOL, 14 ROOMS, PASADENA, CAL.





NEW SCHOOL ROOM BUILDING, 4 ROOMS, VERNON, MICH.

Supplies and Equipment.

Pittsburg, Pa. In one of the Lawrenceville schools a regular systematic method has been established for caring for the pupils who are insufficiently clad. The scheme has been in operation for five years. It is conducted by a band of philanthropic women with the wife of the principal at the head.

Eastman, Md. The Piqua School Furniture Works was awarded the school desk contract.

Machiasport, Me. The Grand Rapids School Furniture Works was the successful bidder for school desk contract.

Gloversville, N. Y. After examining different styles of school desks, the school board awarded contract to the Grand Rapids School Furniture Works.

Cobleskill, N. Y. The American School Furniture Co. was awarded contract for school desks.

Columbus, O. A purchase of MacCoun's historical charts for the high schools and Speer's blocks for primary grades has been made.

Cleveland, O. The school board has decided to purchase two Murphy smoke consumers of the Murphy Iron Works for the new East High school.

Anaconda, Mont. The Standard School Furniture Co., of Chicago, has furnished hytoptall for several schools.

Dr. Maxwell says: "There is not one high school in any borough that is adequately supplied with the needed appliances for teaching physics, chemistry, and biology." There is no excuse for this. A high school without such equipment is a disgrace in a city of 30,000. What is it in a city of 3,000,000?

Cedar Rapids, Ia. Laboratory supplies purchased from L. E. Knott Apparatus Co., kindergarten material from Thomas Charles & Co., drawing pencils from the Eagle Pencil Co.

Canton, Ill. Kindergarten supplies procured from Thomas Charles & Co., pencil sharpener from the A. B. Dick Co.

J. M. Sauder, the school furniture man of Philadelphia, died October 12. He took suddenly ill last spring, his mind becoming unbalanced. His case grew seriously and finally resulted in death. The business of the J. M. Sauder Co. will be continued by S. B. Lenhert, who has been active in the business for some time. Mr. Lenhert will push the business energetically.

I. E. Stevens, the well-known school supply manager of Chicago, has been engaged by the A. H. Andrews Co. On account of the largely increased business in the school furniture and school supply department of the A. H. Andrews Co., Mr. Stevens has been engaged to look more particularly after the supply business. He took charge Nov. 1. Mr. Stevens is an experienced man in his line. He was for some years connected with the A. H. Andrews Co., but about a year ago assumed charge of the Chicago branch of W. L. Bell & Co. This concern, however, wound up its affairs at Chicago recently. School officials who have been dealing with Mr. Stevens for many years will be gratified to learn of his again being connected with his old firm. Mr. Stevens has a penchant for quality rather than quantity.

Dayton, O. E. D. Beeghly & Co. filled a large blackboard contract for the board of education.

Battle Creek, Mich. Some school supplies purchased from the Central School Supply House.

Creston, Ia. Flags for the school houses purchased from The M. C. Lilley Co.

Bloomfield, N. J. The board of education ordered a special drawing pencil of the J. L. Hammett Co., which was made for them by the Dixon Crucible Co.

Houston, Va. Thomas Kane & Co. Works secured an order for their Victor folding and lock desk from the school board.

Morgantown, Va. The Piqua School Furniture Works was the successful bidder for school desk contract.

DeWitt, Ill. The school board awarded contract of school desks to the Wabash Church & Furniture Works.

Salem, Mass. The school board has placed a nice order with the Chandler Adjustable Chair & Desk Works.

A doctor, speaking on the subject, "Cleanliness: School Furniture," said: "One of the best means of keeping a school room clean is by disinfection. The walks, floors, desks, etc., of the school room should be frequently scrubbed. Then the child should be forced to keep itself and its clothing clean. The problem of having children come to school in a cleanly condition is a serious one. It is claimed that three-fourths of the tenement population of Boston have no facilities for bathing. The school house must meet this problem, and already in some schools baths have been established with good results. The school books must be kept clean. Experiments have shown that they are often perfect hot-beds of bacteria, many of which are in the highest degree injurious to the child. Such books, as well as clothing, should be disinfected by powerful disinfectants. Hooks and racks for clothing ought not to be placed in the school room, and the use of feather dusters should be prohibited."

Canton, Ill. Kindergarten supplies purchased from Thomas Charles & Co.; a pencil sharpener from the A. B. Dick Co.

South Omaha, Neb. The Densmore Typewriter Co. has commenced suit against the board of education to recover amount due for five typewriters and some repairs.

Racine, Wis. Kindergarten material procured from the Thomas Charles Co. and general school supplies from J. M. Alcott & Co.

Waltham, Mass. A Smith Premier machine has been purchased for use in the High School.

Grand Rapids, Mich. A large contract for general school supplies awarded to the School & Office Supply Co.

Melrose, Mass. A Smith Premier machine has been added to the equipment of the iocal high school.

Dayton, O. An order for school supplies awarded to the Greenwood School Supply Co.

Utica, N. Y. School supplies purchased from J. M. Olcott & Co. and J. D. Hammett & Co.

Decatur, Ill. Apparatus for High school procured from Bauch & Lamb Special Co.

Galesburg, Ill. Physical science and chemical apparatus purchased from D. E. Knott Apparatus Co., and Eimer & Amend.

The Boston board of education has done a noble deed by voting all old school furniture to Porto Rico.

Lincoln, Ill. Desks purchased from the American School Furniture Co.

Columbus, O. Desks for the First Avenue school purchased from the Piqua School Furniture Co.

Lyons, Ia. School seats procured from the Illinois Refrigerator Co.

Negaunee, Mich. The American School Furniture Co. and the A. H. Andrews Co. contested for the school desk contract.

Grand Rapids, Mich. Desks and seats purchansed from the Haney School Furniture Co.

Baleigh, N. C. The Grand Rapids School Furniture Works secured contract for several hundred school desks.

Alverton, N. Y. The American School Furniture Co. was awarded the contract for school desks.

Coatesville, Pa. The American School Furniture Co. was the successful bidder for school desk contract.

Mansfield, O. Kindergarten material purchased from the Milton-Bradley Co.

Pantucket, R. I. The Dixon Drawing pencil No. 1 has been adopted.

Waterbury, Conn. The board of education has purchased two Smith Premier Typewriters for use in the schools.

New York, N. Y. The Janitors' Association, of New York Public Schools has held its first meeting and formulated an ultimatum to the school commissioners. The janitors have declared that the sweeps and dusters distributed among them by the board are not up to the standard which they exact, and that if an improvement be not made at once they may start a strike.

Lyons, Ia. School supplies procured from the Central School Supply House.

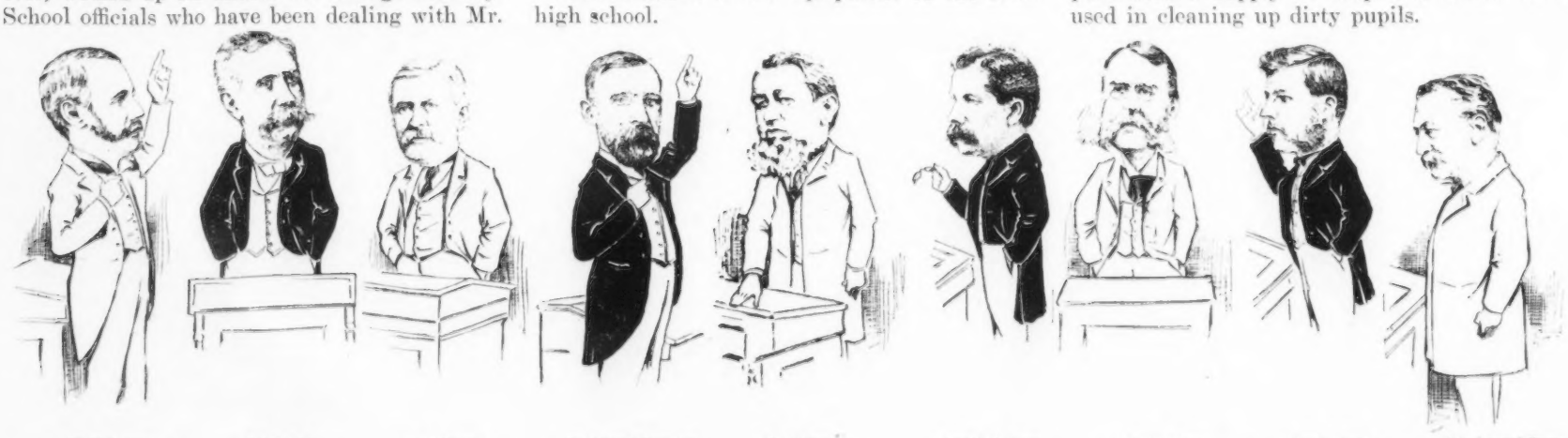
East Stroudsburg, Pa. Drawing material purchased from the Prang Educational Co.

West Superior, Mich. Contract awarded to J. F. Chamberlain & Co. for special pencil for school work, manufactured by the Jos. Dixon Crucible Co.

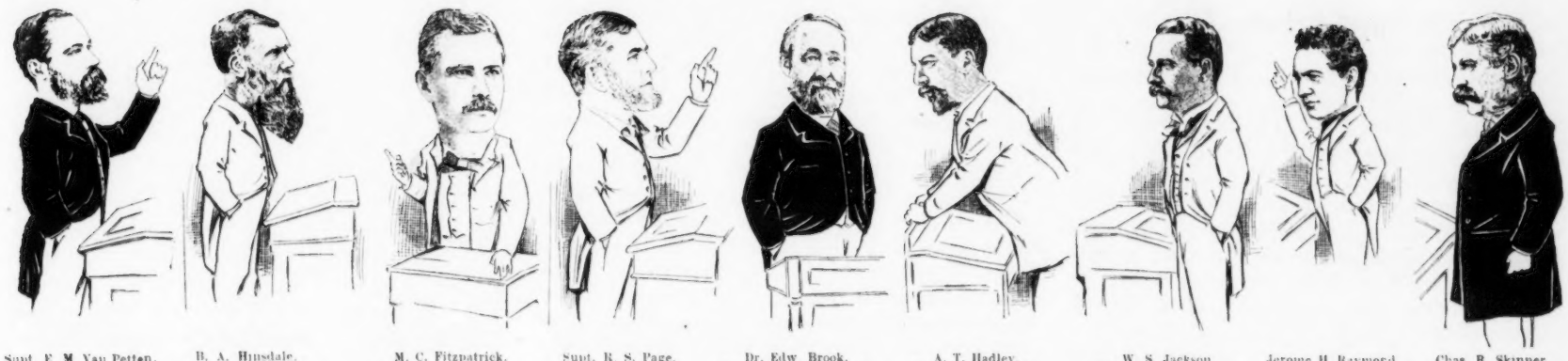
Elizabeth, N. J. A Smith Premier typewriter has been purchased for use in the high school.

Terre Haute, Ind. Science apparatus for High school purchased from the Alfred L .Robbins Co.

Kenosha, Wis. The board of education has purchased a supply of soap and towels to be used in cleaning up dirty pupils.



Dr W G Craig, Pres Center College, Danville Ky — O T Bright, Supt Cook Co, Chicago — A S Draper, Pres University of Illinois — Supt Sam'l Hamilton, Braddock Pa — W A Mowry, Somerville Mass — Supt L H Jones, Cleveland O — Jas W Smart, Pres Purdue University, Indiana — Louis Sayre, Manual Training School, Philadelphia — Prin Loren L Dame, Medford Mass



Supt. E. M. Van Petten, Bloomington, Ill. | B. A. Hinsdale, Prof. Univ. of Mich. Ann Arbor, Mich. | M. C. Fitzpatrick, State Supt. Tenn. | Supt. R. S. Page, Freeport, Ill. | Dr. Edw. Brook, Superintendent Schools, Philadelphia. | A. T. Hadley, Pres. Yale University. | W. S. Jackson, Chicago Normal School. | Jerome H. Raymond, President University of Virginia. | Chas. R. Skinner, State Superintendent, New York.

EDUCATORS WHO WILL SPEAK AT THE DECEMBER EDUCATIONAL GATHERINGS.

George H. Reed, manager of the educational department of the Dixon Crucible Co., suffered the loss of his father last month, who died with paralysis. The senior Reed was 76 years, but was an active man until the day of his death.

Cambridge Springs, Pa. The Piqua School Furniture Works was the successful bidder for the school desk contract.

Durham, N. C. The school desk contract was awarded to the Grand Rapids School Furniture Works.

Lancaster, Mass. The State Industrial School, located here, is to be seated with Orinda adjustable desks, manufactured by the Cleveland School Furniture Works.

Cornish, Me. The Grand Rapids School Furniture Works has sold a bill of their furniture in the shape of adjustable chair desks to the schools.

Reistertown, Md. Thomas Kane & Co. Works was awarded contract for folding desks.

Beech Bottom, W. Va. The Cleveland School Furniture Works was awarded the contract for school desks.

Joliet, Ill. The board of education has purchased a Smith Premier Typewriter to be added to the school equipment.

Boston, Mass. Chauncey Hall school, one of the oldest private schools, and also one of the most conservative, has recently decided to use nothing but "Dixon's American Graphite Pencils."

Canton, Ill. The board of education has purchased a pencil sharpened from A. B. Dick Co., kindergarten supplies from Thomas Charles & Co.

Milwaukee, Wis. The school board has purchased from Wm. Rohlfing & Sons, one of the celebrated Steinway Concert Grand pianos for the South Side High school.

Great Barrington, Mass. Four Smith Premier Typewriters have been purchased for use in the Searles High school.

Peoria, Ill. School supplies purchased from the A. H. Andrews Co.

Duluth, Minn. Contract has been awarded to the Zenith Paper Co. for a special pencil, manufactured by the Joseph Dixon Crucible Co.

Reeds Ferry, N. H. The Grand Rapids School Furniture Works received order for combination adjustable school desks.

Hartsville, S. C. The school desk order was given to the Grand Rapids School Furniture Works.

Weston, W. Va. The school board, after considering the matter, concluded to give their order for school desks to the Piqua School Furniture Works.

Alverton, Pa. After examining different makes of school desks, the school board awarded contract to the Cleveland School Furniture Works for regal desks.

Mansfield, O. School supplies purchased from the Greenwood School Supply Co.

Glens Falls, N. Y. Two Smith Premier machines have been purchased for use in the school here.

Atlanta, Ga. The Dixon pencils are used in the schools.

Tiffin, O. To the Greenwood School Supply Co. was awarded order for general supplies used in the schools.

Youngstown, O. The board of education accepted an offer to place telephones in the schools gratis.

Iowa City, Ia. The Crowell Apparatus Co., of Indianapolis, Ind., has sold the board of education a mechanism for demonstrating a thousand and one truths of physics.

Woonsocket, R. I. Dixon's American Graphite pencils are being used for school work.

South Orange, N. J. The board of education has purchased two Smith Premier Typewriters for use in the schools.

Oil City, Pa. A supply of school desks ordered from the Cleveland School Furniture Works.

Tuckahoe, N. Y. The American School Furniture Co. secured a nice order for their Oxford adjustable desks from the school board.

Welsh, W. Va. The school board has purchased the friction side adjustable chair desk made by the Grand Rapids School Furniture Works.

Detroit, Wich. The board of education has been ordered by the board of health to place fire escapes on all three-story school buildings.

Davenport, Ia. Apparatus purchased from the Crowell Apparatus Co. and drawing material from the Prang Educational Co.

Ann Arbor, Mich. Kindergarten material ordered from Thomas Charles Co.

Ironwood, Mich. A pencil sharpener purchased from A. B. Dick & Co.

Havana, Cuba. The governor has decided to investigate the charges regarding the purchase of school furniture at exorbitant prices without competitive bidding.

Anaconda, Mont. The board of education has purchased a carload of school furniture from the Standard School Furniture Co.

Dunkirp, N. Y. Randolph McNutt supplied the board of education with the required school desks.

Rock Island, Ill. The needed school desks were procured from the Illinois Refrigerator Co.

Bucksport, Me. An order for school desks placed with the Grand Rapids School Furniture Works.

Duncanville, Pa. The American School Furniture Co. was the successful bidder for school desk contract.

Bradford, Pa. The American School Furniture Co. sold a bill of triumph adjustable desks to the school board.

The Interstate Teachers' Association has opened its office at room 540, Fine Arts building, Chicago, under the management of Mrs. Margaret M. Pentland. An attractive catalogue has been published, together with the announcement that the association's Philadelphia office is discontinued and that all the business will be done through the Chicago office hereafter.

Good penmanship is a delightful accomplishment, but easy with one of Esterbrook's pens. It is no trouble to obtain them from the dealers.

J. M. Olcott & Co. have furnished all general school supplies to the board of education, Tell City, Ind.

SHADED LIGHT IN SCHOOL ROOMS.

How few school rooms have properly shaded light! It is simply astonishing that those who have the care of the young should permit them to suffer the injury daily caused by rooms improperly lighted.

By using a movable shade, a perfect distribution of light may be had in any school room, especially rooms facing the east, south or west. Most shades are hung from the top, which method utterly fails to furnish proper light. It is well known that the best light comes from the top of the window and were a shade used which admits light from the top, same being adjustable to permit light from either top or bottom of window or both, then the pupil next to the window is protected from the sun, while those in opposite side of room have plenty of light.

Also *perfect ventilation* may be had by dropping the window at the top, which is impractical when old style of shades are used. Inside blinds, Venetian blinds, and kindred substitutes, at once expensive and unsatisfactory, are being discarded and in place of them the Knapp Shade Adjuster is being adopted by school boards the country over. This simple device holds the shade already in use, is strong, elegantly made and easy to put up.

School boards, parents and guardians should carefully investigate its merits, as no device for the protection of sight and general health in school rooms can compare with this article. It is manufactured and sold by Fred H. Knapp, 44 Randolph street, Chicago.

Pittsburg, Pa. The Eighteenth Ward school board has refused to pay a beer bill of $17. The beverage was down on the expense account for the school picnic held during the summer.

Los Angeles, Cal. The county board of education has met with a stern rebuff at the hands of Thomas J. Kirk, the state superintendent of public instruction. In a written opinion Mr. Kirk holds that for the board to grade the papers submitted by pupils below the graduating class "intruding upon the work, duties and privileges of teachers, and would be detrimental to the highest and best interests of the public schools of the country." The opinion was rendered at the request of County Supt. Strine, who asked that the powers and duties of the county school board be defined with reference to the regrading of the examination papers of the county schools.

Book Reviews.

METHODS AND MATERIALS OF LITERARY CRITICISM. The Bases of Aesthetics and Poetics, by Charles Mills Gayley and Fred Newton Scott. Price $1.40. Published by Ginn & Co., Boston, New York, Chicago.

The purpose of the present volume is to furnish the student of literature a guide to a systematic and intelligent study of literary criticism. The authors, believing that "what the enquirer wants is guidance, not dogmatic formulation of principles, but systematic presentation of the problems that must be solved and of the information available for the process," have undertaken to supply this need with the volume now before us, which is the first of two parts of their contribution to the subject; a second part, dealing with literary types, being announced to follow shortly. The objects which authors have had in this volume and the one that is to follow are: to indicate the relation of literature to art, criticism, æsthetics and the contributary sciences; "to show the solidarity and scope of literature;" to consider the principal literary types and forms; to discover the origin and laws of literary waves and fashions; and finally "to deduce from these considerations the principles which should guide us in critically estimating given literary products." The method pursued in treating these points involves a consideration, when possible, of the topics under discussion from both the theoretical and historical standpoints; and under each of these divisions the authors furnish an analysis of the problems involved, and following this, a carefully annotated bibliography of the material bearing on that particular topic. The general subjects thus treated in this volume include "The Nature and Function of Literary Criticism," "The Principles of Art," "The Principles of Literature," "The Theory of Poetry," and "The Principles of Versification." Not only is the reader furnished with a complete list of references to the literature of these subjects that is to be found in all the culture languages, but in most cases the authors have added a brief statement of the character and value of the material referred to and of its relation to the subject under consideration. The book is fully indexed which adds greatly to its value as a book of reference. Profs. Gayley and Scott certainly deserve the highest praise for placing within the reach of every student and teacher of literature so carefully prepared and scholarly a contribution to the study of this important subject.

CHOICE SONGS FOR SOPRANO, ALTO AND BASS. Selected and arranged by H. O. R. Siefert, Superintendent of Public Schools, Milwaukee, Wis. 158 pages. Published by Butler, Sheldon & Co., New York, Philadelphia and Chicago.

This work has been prepared for school room use. It not only gives evidence of the experienced hand, but bears the intuition of the schoolmaster and the touch of the musician. The sweetest melodies are garnered from everywhere—those simple songs that can be sung by children, yet are not so elementary as to lose the charm of music. All the songs are arranged for three voices, so that the big boy with bass voice as well as the little soprano girl may sing. Besides a number of popular patriotic songs and hymns as are in demand in all schools, there are a number of fine old melodies arranged to modern verse. The latter cover topics of exceptional interest to the child mind and are most appropriate for school room singing.

For instance, stanzas like the following are set to the music of "Andreas Hofer."

A soldier from Wisconsin lay dying in Luzon;
He had no woman's nursing, no mother's eye looked on,
And while his life-blood ebbed away,
A pitying comrade heard him say:

"I never more shall see—My own, my native land;
Farewell, my own Wisconsin, farewell, my native land."

Then, again, there are arrangements by which, for instance, Robert Burn's "The Banks o'Doon" are set to a popular German melody, etc.

There are also a number of pieces in which either the words or the music, or both, are by Prof. Siefert. They possess originality in subject-matter and grace in the musical composition. A song entitled "The New America" has stanzas like the following:

From Manhattan's strand, where the ocean roars,
To the Golden Gate, far in the West;
From the mighty Gulf, with its balmy shores,
To the lakes in verdant beauty drest.
CHORUS—
O, this glorious land is my native land,
Is my beautiful America!
O, this glorious land, is my native land,
Is my beautiful America!

METHODS OF KNOWLEDGE. By Walter Smith, Ph. D., Professor of Philosophy in Lake Forest University. Cloth, 340 pp. $1.25. The Macmillan Company, New York. From Des-Forges Co., Milwaukee.

In this essay on Epistemology, the manner of knowing, the author enters upon ground that, from the beginning of philosophical speculation, has been the field of controversy. In condensed style, with clear statement of his premises and close reasoning, he argues that the positive sciences are not the only, and are not infallible processes of attaining truth. Our senses are not perfect in their action. They reach only some of the forms and properties of matter. They act only in the present instant. There may be intuitions and convictions of truth for which we are not indebted to science. Emotions are not subject to scientific analysis. Plato supposed ideas to be innate and eternal. He could not account for their origin. In Grecian Mythology Pallas Athena sprang full-grown from the brain of Zeus. "Where is the place of understanding?"

Prof. Smith does not undervalue science and its results. But science does not always give us the truth that we most need. Possibly the poet may supplement science by his interpretations. Tennyson has done this. Not by slow deductions, but by a flash of his mind the poet has reached and expressed truths of mighty import.

Prof. Smith's book will not decide all debatable points. What is better, it will lead to careful thinking.

THE INSECT WORLD. By Clarence Moores Weed, D.Sc. Cloth, 210 pp., 60 cents. D. Appleton & Co., New York, Chicago.

A home reading book of entomology, compiled and condensed from the author's well known larger works, with selections from other writers. The descriptions and incidents are in pleasing styles, the illustrations are numerous, and the makeup of the book is attractive.

LOWELL'S VISION OF SIR LAUNFAL. Edited by Ellen A. Vinton, M.A. (Wellesley). Levantine, 63 pp., 25 cents; paper, 12 cents. Benjamin H. Sanborn & Co., Boston.

No. 4, in the Cambridge Literature series, small, inexpensive books full of choice reading. This has an introduction and besides the principal piece, has several shorter ones.

LIPPINCOTT'S ELEMENTARY ARITHMETIC. Cloth, 281 pages.

LIPPINCOTT'S PRACTICAL ARITHMETIC. Cloth, leather back, 437 pp. By J. Morgan Rawlins, A.M . J. B. Lippincott Co., Philadelphia.

This series has been prepared with the conviction that there is a scientific as well as a practical value in the study, and that the subject deserves a foremost place in the schools. There is logic in the arrangement. The student is to have a definite idea of what is known. The work is to be reasoned out, not done mechanically. It is to be thoroughly mastered, not kept half understood. The demands of practical affairs are considered. Answers are given at the end of each book. The books are well made.

MEIN LEBEN, VON JOHANN GOTTFRIED SEUME. Edited by J. Henry Seuqer, Ph.D., University of California. Cloth, 136 pp. Ginn & Co., Boston, New York, Chicago.

The autobiography of Seume is part of the classic literature of Germany. He was one of the Hessian soldiers in the British army in the American revolution. He completed his university course, and was a tutor in eminent families. He made tours afoot over Europe. The story of his travels made him a favorite writer. This is a very neat text with helpful notes.

EIGHT YEARS AMONG THE MALAYS. By Paul Dachsel. Paper, 121 pp., 50 cents. Paul Dachsel, publisher, Milwaukee, Wis.

A member of the Dutch Colonial Army of Occupation in Sumatra spent some of the best years of his life there. The conditions among the Malays may be supposed to have been, in some respects, similar to those at present existing in the Philippines. For this reason the descriptions of scenery, people and customs among the Malays will be interesting reading to all Americans who are studying the Philippine problem. It is interesting reading to anyone. It is a narrative of adventure. The story of the one who participated in all these, whose name is not given, was written out by Mr. Dachsel. While not a pretentious work, it is an entertaining narrative, with no pictures overdrawn. The reading is aided by more than fifty illustrations.

ELEMENTARY ARITHMETIC. By E. D. Luckey, B. S.D. The Woodward and Tiernan Printing Co., St. Louis. Cloth, 224 pp., 30 cents.

This elementary book is an admirable exposition of recent pedagogical theories; sticks assist the child in counting — just as formerly — but much shorter and in bundles. Objective exercises accompany every new idea introduced, and the problems, of which there is great variety, are in the practical domain of the child. It is well printed in large type and is one of the best among many good books on elementary arithmetic. D. H.

LAIRD & LEE'S DIARY AND TIME-SAVER FOR 1900. Full morocco, full gilt, 25 cents. Published by Laird & Lee, Chicago.

This work consists of a very handsome and most convenient memorandum book for the vest-pocket and the desk. It contains many features besides the diary and calendar part. We note an identification card, the complete rates of postage and the telegraph rates to foreign countries, interest tables and laws, weather signals and antidotes for poisons. Also a table of special war taxes, and the latest information about the naval strength of the seven great powers. This little volume is certainly entitled to be called "the Perfect Diary."

"When you returned my book you said you enjoyed it immensely."

"Well, I did, for a fact."

"I'm glad to hear it. But why didn't you cut the leaves."

Laboratory Manual. By H. W. Hillyen, Ph.D., Associate Professor of Organic Chemistry, University of Wisconsin. Cloth, 200 pages. Price 90 cents. Published by The Macmillan Company, New York, Chicago.

The author states that the Laboratory Manual is intended for college students of general chemistry. It would seem well adapted for the purpose intended. It might also be used in secondary schools where chemistry is taught in the later years of the school course. The experiments are carefully graded and in many cases have been simplified in such manner that they can be performed more readily by the average student. Every experiment is made to illustrate an important fact or principle and no student can go through all of the work called for without getting a thorough ground work in the science of chemistry.

The manual would also form an admirable introduction to analytical chemistry and the student completing it would never be satisfied to merely blindly follow a set of analytical tables. The first part has to do with the preparation and properties of the more important elements and their compounds. The second part contains an admirable collection of exercises on the verification of quantitative laws. Simplified methods are given for the composition of hydrogen chloride, water and ammonia by volume. The work might be followed by some analytical methods which would illustrate and give greater significance to the principles set forth by the experiments of the manual. It is a decided advance upon the ordinary beginner's laboratory manual.

A Study of Child Nature. By Elizabeth Harrison, principal of the Chicago Kindergarten College. 207 pp., bound in blue cloth. Price $1. Published by the Chicago Kindergarten College, Chicago.

This little book has now nearly reached its nineteenth edition, four editions having been exhausted during its first year. This book was written for fathers, mothers, Sunday-school workers, and all persons who have anything to do with the training of children. It is not a book to be read once and laid aside, but should be re-read until its principles are firmly fixed in the memory, and should find a place in every home.

Christmas Tide. By Elizabeth Harrison, principal of the Chicago Kindergarten College. Bound in pink and gilt. Price 50 cents. Published by the Chicago Kindergarten College, Chicago.

This volume contains two talks by Miss Harrison which appeal specially to mothers. One tells how to celebrate Christmas with children, the other treats the value of toys in the education of children. It also contains a classified list of toys and books for children of different ages, and closes with a number of Christmas stories.

The Vision of Dante. A story for little children and a talk for their mothers. By Elizabeth Harrison. Printed on Windsor handmade paper, beautifully bound. Illustrated by Walter Crane. Prices, $2.50 and $1.50. Published by the Chicago Kindergarten College, Chicago.

Miss Harrison has at times been named the queen of children's story tellers. There are certainly no more delightful and instructive stories than those she tells. This volume will make a good Christmas gift. It deserves a place in every home where there are children.

Oral Arithmetic. By J. M. White. Cloth, 176 pp. Published by the American Book Company, Cincinnati, New York, Chicago.

This is an exceedingly well graded drill book. It contains a large number of easy questions and examples suitable for mental work while plenty remain to afford written exercises in the higher grades.

El Cautivo. An episode from Don Quixote, by Miguel de Cervantes. Text based on the edition of the Royal Spanish Academy. Edited, with an introduction, grammatical and explanatory notes, and a Spanish-English vocabulary, by Eduardo Tolra Y. Fornes, professor Normal University of Barcelona. 121 pages. Price 50 cents. Published by D. Appleton & Co., New York.

This interesting scrap of history which appears in the first part of Don Quixote and which is given in this volume in the Spanish text, was believed by eminent men to be an account of the chief personal experiences of Cervantes himself. Students of the Spanish language will find this an attractive little volume.

Shortest Road to Cæsar. By President E. T. Jeffres, York Collegiate Institute, Pa. Cloth, 96 pp., price 75 cents. Published by Hinds & Noble, New York.

Part I. is a beginner's Latin book. Part II. is the second book of Cæsar's Gallic War. The "Shortest Road" does not offer itself as an easy road. No paradigms are given. Pupils are referred to the grammar for all forms and rules. Exercises in sentences taken from Cæsar are given. Grammar is learned as fast as needed. But one meaning is given to each word in the vocabulary. Part II. supplies reading for one year's work. The plan is direct, and omits the learning of matter not required for immediate use.

Lessons in Graphic Shorthand (Gabelsberger). Prepared for the American public by C. R. Lippmann. 131 pages. Published by J. B. Lippincott Company, Philadelphia.

This work is an adaptation to the English language of one of the best known European systems of shorthand. As the prevailing English and American systems (Pitmanic) are geometric, one looks with interest upon the pages illustrating a script shorthand with connective vowel signs, a system evolved by Gabelsberger of Munich in 1817, from the letters of ordinary writing.

The arrangement is such that, to quote from the preface, "The first ten lessons will suffice for the business or professional man who desires merely to take memoranda, while the commercial or literary amanuensis will need the entire book." Reading and writing exercises covering a variety of subjects, give the student some idea of the range of the vocabulary necessary to the well-equipped stenographer. J. B. P.

A First Greek Book. By L. L. Forman, Ph.D., instructor in Greek in Cornell University. Cloth, leather back, 160 pp. Published by Harper & Brothers, New York.

The author does not believe that there is any easy way to learn Greek. He would have it learned thoroughly. One thing at a time—pronunciation, accent, one form of declension—with exercises for thorough drill. For declensions, conjugations and rules he refers to the grammars of Hadley, Allen and Goodwin. This scheme is made up of exercises arranged in excellent order, from English into Greek and from Greek into English, with vocabularies of words taken from the Anabasis. The reviewer has prepared many students in Greek for college and is especially pleased with the plan of this book for beginners.

Dorcas, the Indian Boy of Santa Clara. By Generva Sisson Snedden. For second-reader grades. Cloth, 27 full-page illustrations, 160 pages. Introduction price, 35 cents. Publised by D. C. Heath & Co., Boston, New York, Chicago.

These charming stories of Indian childhood, life and customs will never fail in delighting children. The book is divided into three parts. The first part tells "About the Little Indian Boy, Dorcas;" farther on, when "Dorcas Grows to Be a Man." The book tells about his children and grandchildren. Last of all, the stories tell about things that actually happened to Indian children long ago in California. The accuracy and authenticity of the historical part of the book is vouched for by an ample biography.

The Gates of the Future Thrown Open. Dreams and omens from the ancient manuscripts of Nostradamus, Albertus Magnus and other famous Sorcerers. Modernized and alphabetically arranged by Madame Carlotta de Barsy, compiler of "The Book of Destiny," etc. 192 pages, with numerous illustrations. Published by Laird & Lee, Chicago. Cloth, burnished top, 75 cents.

As far back as history goes, evidences are found in a belief in dreams and omens, and to this day a belief in their meaning is still general, although not always acknowledged. Many men and women in all walks of life guide themselves by these mysterious warnings. This volume gives the meanings of dreams and explains omens. The volume will prove attractive reading to old and young alike.

The Young Citizen. By Charles F. Dole, author of "The American Citizen." 194 pages, with illustrations. Published by D. C. Heath & Co., Boston, New York, Chicago.

This little book is intended as a reader for the school and home. It seeks to instill in the young a sense of the responsibilities of the duties of American citizenship. The subjects treated by the author present in a most admirable manner the ideals of cleanliness, public safety, prosperity and happiness, for the attainment of which our government exists.

Practical Spanish Grammar. By Don Baltasar Vitoria and W. G. Isbister, B.A. 107 pages. Cloth, 50 cents; paper, 40 cents. Published by Isaac Pitman & Sons, New York.

This is held to be an entirely new and interesting method of learning Spanish. It contains the elements of the grammar with numerous exercises in conversation, vocabularies, and imitated pronunciation. The book is all that is claimed for it. It covers the subject in a most practical and direct manner.

The History of European Fauna. By R. F. Scharff, B.Sc., Ph.D., F.Z.S., keeper of natural history collections, Science and Art Museum, Dublin. Cloth, 364 pages. Price, $1.50. Walter Scott, London. Imported by Charles Scribner's Sons, New York.

This is work in a wide field that has not yet been fully explored. There are difficulties in the way. Perhaps it is more interesting on that account. The animal life of the British Islands, both before and since the glacial period, has received considerable attention. Every newly discovered fact is of value as throwing light on associated subjects. Early geological conditions had much to do with the distribution of both plant and animal life. Climatic conditions and environment have done their work in the extinction of some forms of life and the development of others. This book presents the subjects of life, not only in the British Islands, but in the Arctic and Alpine regions, and makes interesting the stories of Siberian and Oriental migrations. It is a valuable contribution to contemporary science.

Harold's Guests. By John W. Troeger, A.M., B.S. Cloth, 202 pages. Published by D. Appleton & Co., New York, Chicago.

An attractive, illustrated number in the series of nature-study readers, concerning insects, trees, animals of the forest, and elementary facts in physics. Dr. Wm. T. Harris, in a preface, highly commends the plan of these readers as combining pleasing supplementary reading with an easy, natural way of interested observing, and leading to the true method of studying nature. Adapted to the third year.

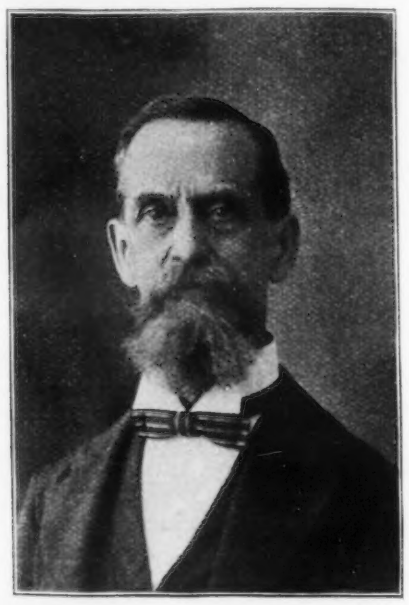
The Bookman's Problem.

In a gathering of schoolmasters a bookman, who is a good deal of a wag, recently made the assertion that teachers really only teach one-half day during the whole year. He was at once challenged to prove his assertion.

He proceeded to do this in the following manner:

There are in a whole year	365	days
From these deduct the nights when you do not teach	182½	days
	182½	days
Then deduct the Sundays	52	days
	130½	days
Then deduct the Saturdays	52	days
	78½	days
Then deduct the two vacation months, July and August	62	days
	16½	days
Then deduct the Christmas and Easter Holiday Weeks	12	days
	4½	days
Then deduct Washington's Birthday, Thanksgiving Day, Arbor Day and Decoration Day.	4	days
Balance	½	day

This as you will observe will prove that the teachers teach only one-half day.



MR. H. M. BUTLER,
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The educational gatherings held during the holiday week will keep bookmen busy trying to attend two or three state meetings at the same time. In nearly all of the states, teachers' meetings will be held. The association of the South will meet at Memphis.

W. H. Wheeler was in the East recently. He is building up a good business on high class primary books which he publishes under the firm name of W. H. Wheeler & Co., Chicago.

Among the bookmen who are enthusiasts on football, Mr. Edward Lord, manager of the educational department of Charles Scribner's Sons, may be named. F. W. Arbury of Silver, Burdett & Co., is another.

Sam'l B. Todd, the Wisconsin representative of the American Book Co., has gone to Hot Springs, Ark., to have his eyes treated.

T. L. Cox and J. H. Fry, formerly with the American Book Co., have accepted positions with the Woodward & Tiernan Printing Co., of St. Louis. This company publishes several text books.

The present agency force of D. C. Heath & Co. consists of the following:

S. Willard Clary, in charge of Modern Language Department; H. H. Titsworth, J. S. Simpson, 110 Boylston street, Boston; John F. Walsh, agent for New York City; J. A. McCommons, agent for Pennsylvania, Maryland and Delaware; T. H. Kimpton, agent for high schools and colleges; Mrs. B. Ellen Burke, manager of the Educational Lecture Bureau; A. B. Start, 93 Fifth avenue, New York; A. D. Perkins, 406 South Franklin street, Syracuse, agent for New York state; L. D. Vose, agent for Wisconsin and Minnesota; E. R. Smith, agent for Indiana and Michigan; Miss L. M. Godden, special teacher of drawing; W. F. Young, agent for Illinois; W. S. Smyth, Jr., special agent for Modern Language Publications; K. H. Goodwin, 378 Wabash avenue, Chicago; R. N. Pemberton, Topeka, Kan., agent for Kansas, Colorado and Missouri; Dan Miller, Fremont Neb., agent for Iowa and Nebraska; D. F. Lyons, Fenton, Mich., agent for Michigan; L. J. Phebus, 433 West Bancroft street, Toledo, O., agent for western Ohio; B. E. Richardson, 5 Carter street, Cleveland, O., agent for eastern Ohio; B. K. Benson, 312 English American building, Atlanta, Ga., general southern agent; Caspar W. Hodgson, 321 Sansome street, San Francisco, Cal., agent for California, Washington, Idaho, Nevada and Arizona.

A Notable Little Poem.

A brief, fragmentary poem by Hubert M. Skinner, a well-known bookman of Chicago, has attracted wide attention. The subject is "Victor Hugo." Scarcely had the poem appeared in Carter's Monthly when requests poured in upon the author for autograph copies. Some of these

MRS. B. ELLEN BURKE,
With D. C. Heath & Company,
Malone, N. Y.

were desired for framing; others for insertion in elegant copies of Hugo's works. Mr. Skinner evidently struck a popular chord. The homage paid to Hugo in the United States is remarkable. An eminent minister in Chicago declares that "Les Miserables" is next to the Bible as an incentive to reform among the depraved. Philanthropists have tried the experiment of supplying the book to prisoners in jails and penitentiaries, and with gratifying results. Merwin, the educator and Shakespearean critic, holds that Hugo is the greatest writer of the century "in leading souls to break their fetters." The editors of Carter's Monthly have kindly given to the press permission to reproduce the tribute of Mr. Skinner to this great author, and we present it herewith:

VICTOR HUGO.

Men are not free
By an emancipation
Of s'ave or serf by President or Czar.
While sin and error live,
In every nation,
Their slaves must feel the lash and bear the scar.

All hail to him
Who seeks to lift men higher—
To nerve the will, and magnify the ken;
Exalt anew
The objects of desire,
And fan to flame the smoldering hopes of men!

Such man was he
Who wrote, with burning letters,
"Les Miserables"—Hugo, rightly named!
Victor in leading souls
To break their fetters—
The mighty army of the lost reclaimed.

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Maury's ideas and method of teaching geography were, when first presented, in advance of the times. They are to-day accepted by a large proportion of thoughtful educators throughout the country as psychologically correct. After a brief presentation of the underlying principles of mathematical, physical and political geography, each section of the earth is taught in detail, and finally, after the pupil has mastered these details, he is led by a carefully constructed series of review studies to look at the earth as a whole—as a unit. This is the true pedagogical method.

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In Geometry he was the pioneer in introducing abundant and well-graded material for original work. He is the only American author who has successfully departed from the traditional methods and sought the shortest, most direct and most logical proofs. He is leader in the modern movement to make the teaching of geometry more practical and more effective.

PROFESSOR WEBSTER WELLS,
Graduated from the Massachusetts Institute of Technology in 1873. Instructor in Mathematics at the Mass. Inst. of Tech., 1873 to 1880, and 1882 to 1883. Studied in Europe (Leipsic) from 1880 to 1882. Ass't. Prof. of Math. at the Mass. Inst. of Technology, 1883 to 1885. Assoc. Prof. from 1885 to 1893. Prof. from 1893.

Professor Wells is famous not only for what he has done but also for what he is doing. His latest books are especially notable for their originality and teachable qualities. His wide experience has placed at his command a wealth of material unexcelled in richness and variety. This, joined with his rare ability as a writer of clear English, and his mastery of logical and analytic processes, insures for him the first rank among mathematical authors for many years to come.

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In this new work the modern ideal of Geometry teaching is made practical by a method which neither discourages the pupil nor helps him to his hurt. The author recognizes the need of the beginners, and meets them: (1) by the clearness and simplicity of the definitions and introductory matter; (2) by the abundance of well-chosen and well-arranged exercises with figures and suggestions.

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From E. A. LYMAN, *Principal.*

"I consider Wells's Series of Mathematics one of the very strongest series in the field. The new Geometry is an especially strong and teachable book." Sept 2, 1899.

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From STEPHEN EMERY, *Prof. of Mathematics.*

"Of all the books that I have used on the subject I find Wells's Essentials of Algebra best adapted to the needs of beginners, and the book from which I can obtain maximum results in a given time."

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THE RIVERSIDE PRESS, CAMBRIDGE, MASS.

First in magnitude among the printing establishments of Cambridge is the Riverside Press, a picture of which in its present form is given at the head of this sketch. The press was founded by Henry Oscar Houghton in 1849, on the banks of the Charles river. Its position suggested the name of Riverside, a name which, given at first to the Press only, is now borne by many of its distinctive editions and series.

Early in his career Mr. Houghton found himself gradually becoming a publisher through acquiring an interest in the books he printed; and in 1864, for the purpose of strengthening this part of his business, he formed a partnership with M. M. Hurd. The new firm of Hurd & Houghton at once began the publication of law, standard and miscellaneous books. In 1873 it bought the "Atlantic Monthly." In 1878 the name of the firm was changed to Houghton, Osgood & Co., in virtue of a consolidation with James R. Osgood & Co. In 1880 the name of the firm was changed to Houghton, Mifflin & Co., the title which it now bears. Since the death of Mr. Houghton in 1895, Mr. George H. Mifflin has been the senior partner.

Much has been said by educational reformers in favor of supplementary reading—an expression now fast becoming obsolete, because of the gradual death of the thing supplemented,—and all sorts of books, at all sorts of prices, were recommended; but the great stumbling block in the way of the desired reform was the fact that suitable material had never been issued in a cheap form for school use.

To remove this stumbling-block, the Educational Department of Houghton, Mifflin & Co. was established in 1882, and soon after, under the editorship of Horace E. Scudder, the Riverside Literature Series was started, consisting of 15-cent books, containing the most interesting and instructive masterpieces, in complete form, of the great authors of whose works the firm had become the sole authorized publishers. The growth of the series in size has kept pace with its growth in popularity. The series has now grown to over one hundred and fifty books, representing the best literature of all ages and all countries, and contains material suitable for all grades of school and college work.

In accordance with this idea of putting within the reach of all, especially young people, the best thoughts of the greatest men, the following books and collections of books have also been published:

Fiske's Civil Government in the United States, and Fiske's History of the United States for Schools, which illustrate the charm of style, simplicity of language, and philosophical and historical power that characterize Mr. Fiske's larger works, and have made for him his wide reputation as a writer.

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School editions of Bryant's famous translations of Homer's Odyssey and Iliad, and of Palmer's Oydssey and Cranche's Virgil. New translations of important classics have lately been published, viz.: The Antigone of Sophocles, by George H. Palmer, Professor of Philosophy at Harvard University; The Prometheus Bound of Æschylus, by Paul Elmer More, late Associate in Sanskrit and Classical Literature at Bryn Mawr College; and Two Tragedies of Seneca, by Ella Isabel Harris.

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American Poems, American Prose, Masterpieces of American Literature, and Masterpieces of British Literature. Popular dollar books, carefully edited.

Outside of the realm of pure literature, the firm has published new books of an educational character, and new and revised editions of such standard works as Warren Colburn's Intellectual Arithmetic, Botta's Handbook of Universal Literature, Murdock and Russell's Vocal Culture, and Richardson's Primer of American Literature.

In the immediate future the Educational Department will announce a number of new and interesting books along the line of the work already begun. It hopes during the year to strengthen its list materially in books relating to nature, art, literature, and history.

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School Board vs. Superintendent.

(Christmas Story Continued from page 2.)

my retirement, and that you owe your election to the fact that you were arrayed with my enimies and against me. Does that warrant us to go beyond mere official relations?"

"I am opposed to some of the principles for which you stand,'" he interposed quickly, "but not for one moment have I by word or action campaigned against you?"

The interview was interrupted at this point by other new members of the board, who had called to become acquainted with the superintendent and the office personnel.

John fled from the room in a disturbed frame of mind. He hardly knew what to do next. Every time he had gone to her of late he met with some sort of rebuff. To-day her language had been painfully frank.

A feeling of resentment now made itself manifest in his mind. With the balance of power in the board in his own hands he could crush her if he chose. There were four votes against her. His own would make a majority. The thought made him hate himself. It was a cowardly one. If Mary persisted in maintaining an official attitude, well and good; no power on earth could prevent her. It should not prevent him from standing by her loyally in all her labors wherever and whenever he could do so, officially of course.

The opportunity presented itself frequently enough. Gentle ripples oftentimes developed into threatening waves. The troubles which always originate with the over-zealous, the over-ambitious, the prejudiced, made themselves manifest. The tendency here, as in every school system, was to gravitate troubles of all kinds towards one central point, and land upon the superintendent's shoulders.

Mary Benham bore herself with tact and patience. She never flinched in the face of duty, standing bravely for that which was best, opposing relentlessly that which was bad. Whether she was appreciative of the splendid aid given her by the Banner and its editor no one knew, and perhaps no one except John Hamilton cared.

Thus matters progressed until the annual meeting arrived. The list of appointments for the year was to come up for consideration, and through it the superintendent's policy in reference to the employment and dismissal of teachers was brought into bold relief. Dangerous breakers were already threatening in several directions. The most incompetent teachers who were to be dropped had the most powerful friends. Hamilton foresaw the calamity which awaited the fair superintendent.

"I wish you could see your way clear to make some modifications in your list," said he to Miss Benham on the eve of the board meeting. "You can practice a little diplomacy and yet be consistent."

"I cannot conscientiously submit to any compromise," she explained.

"I should assume that your duty was performed in making proper recommendations," he argued, "let the board assume the responsibility of appointment."

"To permit any weakness in the school system with my consent would prove inconsistency on my part," she replied with emphasis.

"But if by persisting in your own course you will end your own usefulness," he continued to argue, "if the school system retains a poor teacher but loses you, wherein lies the gain for the whole system?"

She made no reply. John had presented the problem in a new form. Her own conscience would have to have time to formulate the answer.

Hamilton was aware of the fact that a clear majority of the board was not only against the superintendent's recommendation, but also against the superintendent herself. There was no more doubt that she was held to be an idealist whose usefulness ought to be brought to a rapid close.

A crisis was imminent. The forces which were arrayed against the superintendent were intrenched when the meeting of the board opened. A glance at the faces as they gathered about the round table was an indication to Miss Benham that ther were at least five determined men against her. The list of appointments was submitted with the statement that none of the names which had been dropped would be reconsidered. In this she was positive and irrevocable.

One of the members of the board at once opened fire upon the superintendent. He became fierce with criticism, questioned her motives, and after an almost brutal attack upon her past labors, defied her to refute his statements.

Mary Benham sat for a moment like one in a trance. The terrific avalanche of invective had stunned her. She arose, came forward with a gesture of helplessness, then clutched her hands to her breast as if praying for strength to meet the ordeal. But no sound escaped her lips.

John sprang forward, caught her in his arms and led her to the chair again.

"Don't attempt to speak now," he said tenderly, "I will say all that is necessary."

He then turned, with an air of defiance almost ferocious, and faced the members.

"Gentlemen," he began, "there are times when only vigorous language will carry a measure in a body like this. There ought never to be a time, however, when brutality should be resorted to to secure the best, or defeat the worst measure."

He then proceeded to enter into details of the superintendent's report. He disagreed with her general policy, but he stood ready to stand by every recommendation she had made. Nor was it inconsistent on his part, he held, to do so. He then proceeded to review Mary Benham's labors in the school system, her unselfish devotion to the cause of education, her absolute loyalty to every interest which had ever been entrusted to her. She had been lofty in motive

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rather than cunning in expedients, brave in defying all unworthy opposition rather than truckling to congenial influences.

"And after the vote is taken," he closed his speech, "I shall demand an apology from the member who forgot himself so far as to make a cowardly attack."

The vote was taken and resulted in a victory for the lady superintendent of schools. Every recommendation had been sustained. What is more, the erring member offered his apologies in the most abject manner.

"Mary, this has been a case of one-woman rather than one-man power," said John briskly, as he led her smilingly out of the building. "You see I shall continue to oppose the one-man power idea. But I shall yield on the one-woman power, provided it is the right woman."

He escorted her to her home—not because she had permitted him to do so, for he had not begged the privilege, but because she had not protested. She was so mute, however, that he had to fill in the conversation until they reached her home.

"I am grateful to you," was all she said, and fled into the house.

* * *

It was not until near the holiday season that John met Mary again. She had traveled during the vacation months, and before he had a chance to meet her, upon her return, he was obliged to take a business trip to the West, which held him longer than he expected The Banner waved during his absence and with it the school column, which had been kept as newsy and instructive as ever.

Christmas eve once more found John Hamilton in his sanctum. An editorial greeting to the readers of The Banner was among the first things that flowed from his pen. The subject was one which tended to awaken thoughts of other days—of the Christmas eves of boyhood years!

"Silent night! Holy night! All is calm, all is bright,
Round yon virgin mother and child! Holy infant, tender and mild,
Sleep in heavenly peace, Sleep in heavenly peace."

Like an inspiration these lines, with all their rythm and power, played upon his imagination.

The Banner office was deserted, although it was yet early in the evening. Only the click of the compositors in the next room and the rattle of a reporter's typewriter were audible. A feeling of loneliness took possession of John as he cast his eyes through the windows to the street below, which was thronged with Christmas shoppers.

Then he heard the reporter's voice in the outer room saying, "Merry Christmas, Miss Benham."

The next moment Mary walked into the sanctum. She hesitated a moment and then, without ceremony, seated herself into the chair John had vacated the minute before. The strong, yet shaded, light over the desk rendered the rest of the room dark and completely hid John from view, who was still standing near the window.

He watched her as she proceeded to write. Evidently she felt herself alone. She dictated her writing in whispered words just loud enough to be heard. It read:

Dear John—Learned of your return today. Sorry not to find you in. (Then she muttered: "If he knew how many times I had called here, he would call me a goose.") Come and eat your Christmas dinner with us. (Goodness, I hope he will not disappoint us.) Mother says she will make the roast if I will make the pies. All preparations are made. ("Twould serve me right if he refused to come.) Her pen now scratched on silently, but when she folded the paper and put it into an envelope, she muttered again: "There now, this is my Christmas prayer. I have been headstrong and ungrateful"—and with a half-suppressed sob buried her little head into the folds of her sleeve.

An exclamation of fright escaped her lips when John advanced to her side. With one arm around her neck he proceeded to unfold the note she had just written.

And then they read it together.

THE END.

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School Law.

SCHOOL OFFICERS.

(a) Where there is an agreement by all the directors of a school to meet, no formal notice of a directors' meeting is necessary.—Olney School Dist. vs. Christy, Ill.

(b) Under the law three methods are pointed out by the statute for holding the election authorized by the law, for the purpose of making an increased assessment for building a school house: First, at a meeting when called by the board of directors on their own judgment; second, when called by the board on petition of ten taxpayers; and, third, when the voters themselves, in annual meeting assembled, see fit so to order. Notice of the special meeting and notice of the purpose must be given in the first two methods, but no notice is required to the third. The law provides that voters in a territory within the limits of a newly-created district shall meet within fifteen days after the formation thereof on notice signed by two resident freeholders, and such meeting shall be invested with the same powers prescribed for a first annual meeting held under the provisions of the chapter. *Held*, on the formation of a new school district by consolidating two districts, on a notice given to the qualified voters, duly signed, that a special meeting of the district will be held at a certain time and place, the meeting is empowered to authorize the directors to make an assessment for the purpose of building the same.—State ex rel. Burgess vs. Edwards, Mo.

SCHOOL CONTRACTS.

(a) A board of education has no power to locate and purchase a school house site without first submitting the question to a vote of the electors of the township.—Carolan vs. Township Board of Education, Ill.

(b) The illegality of the location and purchase of a school house site by a board of education, without submitting the question to popular vote, is not purged by a subsequent election authorizing the board to erect a school house on the site, this not giving the electors an opportunity to vote on the selection of the site.—Carolan vs. Township Board of Education, Ill.

TEACHERS' CONTRACTS.

(b) Under a contract to teach a school containing the clause, "The continuance of an engagement with teachers is at the option of the directors," the directors may discharge the teachers at any time.—Olney School Dist. vs. Christy, Ill.

Media, Pa. Judge Clayton removed the Ridley township Board of Education from office because the Board was deadlocked for weeks over the appointment of teachers and janitors, causing chaos in the school affairs. The court appointed new directors, no member of the old Board being named.

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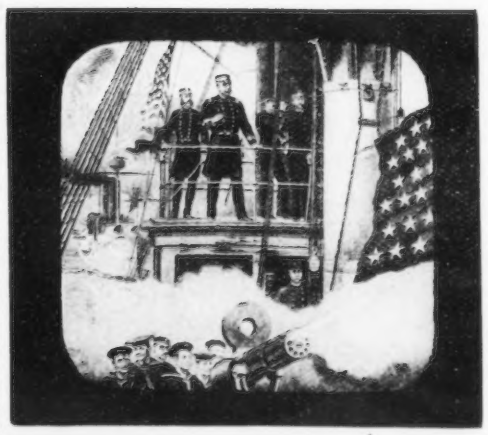

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Book Reviews.

HISTORIC AMERICANS. Sketches of the lives and characters of certain famous Americans held most in reverence by the boys and girls of America, for whom their stories are here told. By Eldridge S. Brooks, author of "Historic Boys," "The Century Book for Young Americans," "True Stories of Washington, Grant and Franklin," "A Son of the Revolution," etc. 384 pages, with full-page illustrations. Price, $1.50. Published by Thomas Y. Crowell & Co., New York, Boston.

This volume, as the preface states, might better be called "Scenes from the Lives of the Builders and Makers of the Republic." These stories of historic Americans do not go into details of their lives and public services, but touch briefly upon their careers, to indicate some pivotal event, the chief characteristic or impulse that led each man along the way of patriotism.

Beginning with John Winthrop and ending with U. S. Grant, the author includes Franklin, Otis, Washington, Samuel Adams, John Quincy Adams, Patrick Henry, Jefferson, Hamilton, Robert Morris, Jay, Marshall, Madison, Monroe, Eli Whitney, Jackson, Webster, Irving, Clay, Calhoun, Morse, Horace Mann, Lincoln and Longfellow.

The author's style of writing is marked by a vivacity, originality and spontaneity that will prove charming reading to the young, and will arouse them to familiarize themselves with the more extended life stories of our greatest countrymen. The volume is admirably adapted for supplementary reading in schools.

THE TEACHING BOTANIST. By Wm. F. Ganong, Ph.D., Professor of Botany in Smith College. Cloth, 270 pp., price $1.10. Published by The Macmillan Company, New York.

This is not a text book, but a manual of information upon botanical instruction, and contains outlines and directions for a comprehensive elementary course. The advanced instruction in this science in the universities is satisfactory, and is leading to great results. In secondary schools, the subject is not receiving the attention it deserves. For the purpose of encouraging an interest in the study, this work has been prepared. It is the work of a scholar, who believes in study "to train the intellect to be a clear, cold, logic engine." He would have study for the sake of study, and "would have both poetry and religion kept out of scientific laboratories." Explanations are aided by illustrations. There are portions that might be condensed without much loss.

EDUCATIONAL AIMS AND EDUCATIONAL VALUES. By Paul H. Hanns. Cloth, 211 pp. Price $1. Published by The Macmillan Company, New York, Chicago.

The author is professor of the history and art of teaching. He has naturally been called upon to give lectures before audiences of teachers. This book is made up of these lectures. They treat of the aims of elementary and secondary education, and with the professional training of the college-bred teacher. Courses of study are critically examined.

Elementary education should nourish the mind of the child and provide for the exercise of all its powers, and promote his normal development, with a view to life's serious purposes and a participation in the refined pleasures of life. The concluding chapter is on Comenius, giving him credit, while living in the seventeenth century, of advocating nineteenth-century educational reforms.

While there is nothing specially new in these lectures, and while they might be condensed, yet they are valuable as a systematic presentation of principles and purposes in our schools.

MADAME LAMBALLE. By Gustave Tondonze. Paper, 315 pp., price 60 cents. Published by Wm. R. Jenkins, New York.

The home-life of a French physician and his family is given in these pages. An unflinching response to the demands of his profession brings the husband and father to an early grave. The talented and artistic widow quietly gives up the aspirations of years and opens a business to maintain herself and her little son. Her artistic talent and training does much in making her business a success. Medical friends steadily stand by the widow, gladly giving all that will be accepted—sympathy, suggestion, encouragement. The years go by; the son, in his early manhood, becomes the pride and joy, not only of his mother, but of his mother's friends. The story pictures thrift, taste, keen affection in family, steady devotion to a high standard of duty in all the relations of life. The plot and style of Madame Lamballe have received the approval of the French Academy.

SECOND-YEAR LATIN. Edited by J. R. Greenough, B. L. D'Ooge, and M. D. Daniel. Cloth, pp. Published by Ginn & Co., Boston, New York, Chicago.

Part I. is made up of miscellaneous selections of easy latin, part II. of selections from Caesar's Gallic War. The introduction, notes, references, exercises in oral and written translations, from English into latin, numerous superior maps and illustrations make this one of the best and most attractive of the excellent series of Latin text books published by this house. It is good, not only as a text book, but the matter is contains is of historical interest and value.

CÆSAR AND POMPEY IN GREECE. Edited by E. A. Atherton. Cloth, 188 pages. Published by Ginn & Company, Boston, Chicago.

A neat little text book in school classics made up of selections from Cæsar's Civil War, book III. It is offered in the belief that pupils in Latin should have an opportunity to read something of Cæsar's Civil War as well as his Gallic Wars. It is well prepared with helpful notes, illustrations and a vocabulary.

THE BOOK OF DESTINY. By Cagliostro. Cloth, 75c. Published by Laird & Lee, Chicago.

The author of this rather curious book was a great fortune teller, who was known to all the royal and imperial courts of Europe in the Eighteenth century. It is called the "Book of Destiny" and is certainly most ingenious in the answers it gives to almost any question relating to the present and future. Should the reader belong to the ever-growing class of skeptics and incredulous, he will still find in the perusal of this book a most agreeable and intellectual pastime. As a parlor entertainment, it will be welcome and fruitful in innocent recreation and amusement. The book is published in most attractive form and contains a number of dainty half-tone illustrations.

THE STUDY OF HISTORY IN SCHOOLS. Cloth, 267 pages, price 50 cents. Published by The Macmillan Company, New York, Chicago.

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"I presume," rejoined the railway magnate, "you are making a corresponding reduction in the rates for visitors at your hotel, Mr. Bunnyfuss?"

"Why, er——"

Primary Gloom.

The melancholy days have come,
The saddest of the year,
When Tommy cannot "do the sum"
That teacher says is clear.

Graceful as a Swan.

Schoolmarm—I understand that you remarked recently that I was graceful as a swan?

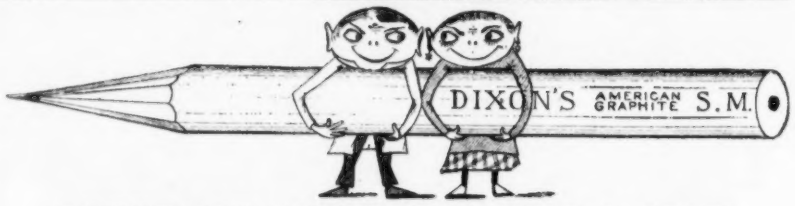
Youthful Professor—Yes.

Schoolmarm—I merely wished to inquire whether the swan to which you had reference was walking or swimming.

Zerstreutheit.

Der Herr Professor bemerkt trotz seiner Zerstreutheit, daß seine Frau ihm eines Morgens ein großes Bouquet auf seinem Schreibtisch stellt und erkundigt sich nach der Ursache. „Aber Männchen," sagt die Frau, „hast schon total vergessen, wann Du geheirathet hast? Heut ist doch der Jahrestag Deiner Hochzeit."

"So?" sagt der Professor. „Laß mich nicht vergessen, wenn Dein Hochzeitstag kommt, damit ich mich revanchiren kann."



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Three-year-old Mary was learning her letters. "What's that one, mamma?" she asked.

"T," said mamma.

"Tea, tea," repeated Mary, in a musing way; "well, then, where's coffee?"

At the School Board Election.

Mrs. Holmes—Oh, did you hear what that horrid thing said? She said if we saw a demagogue on the ticket, we must scratch him!

Mrs. Flounce—Well?

Mrs. Holmes—But, dear! How indelicate!

English Schoolmaster.

"Pa, ain't you a director of th' school board?"

"Yes, I am. What of it?"

"Well, teacher called me down today, and she was just awfully impolite about it."

"Were you on the school house premises when she called you down?"

"Yes. I was on the roof."

German Teacher—But, Hans, why are you so late this morning?

Hans—We got a new baby this morning, and I had to stay home long enough to get acquainted with him.

A janitor in a school threw up his job the other day. When asked what was the trouble, he answered:

"I'm honest and I won't stand being slurred. If I find a pencil or handkerchief about the school when I'm sweeping I hang it up. Every little while the teachers or someone that is too cowardly to face me give me a slur."

"In what way?" said an officer.

"Why, a little while ago I saw written on the board, 'Find the common multiple.' Well, I looked from cellar to garret and I wouldn't know the thing if I met it on the street. What made me quit my job? Last night in the big writin' on the blackboard, it said, 'Find the greatest common divisor.' Well, I says to myself, both them darned things are lost now, and I'll get blamed for swiping 'em, so I'll quit."

An English schoolmaster tells the following good story against himself:

Some few weeks ago he came to a stile in a field which was occupied by a farm lad, who was eating his bread and bacon lunch.

The boy made no attempt to allow his reverence to pass, so was duly lectured for his lack of manners.

"You seem, my lad, to be better fed than taught."

"Very like," answered the lad, slicing off a piece of bacon, "for ye teaches Oi, but Oi feeds meself."

Absent Minded.

Professor (entering a sanitarium where a gentleman is just taking a shower bath)—May I offer you my umbrella, sir!

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Short Road to Cæsar, being a beginner's Latin book, by E. T. Jeffers, president of York Collegiate Institute, York, Pa. Revised edition; 96 pages, illustrated. Published by Hinds & Noble, New York City. Price, 75c.

Shakespeare's Tragedy of Macbeth. Edited, with an introduction, notes and analytic questions, by L. A. Sherman, professor in the University of Nebraska; 193 pages, with half-tone portrait of Shakespeare. Published by Henry Holt & Co., New York.

Cicero's Orations. Eleven of Cicero's orations, with introduction, notes and vocabulary, by Robert W. Tunstall, principal of the Norfolk Academy. Gildersleeve-Lodge Latin Series; 585 pages, with illustration. Published by the University Publishing Co., New York, Boston, New Orleans.

Rational Educatton for Girls, by Elizabeth Hutchinson Murdock. One vol., 32 pp, 35 cents. Published by Thos. Y. Crowell & Co, New York, Boston.

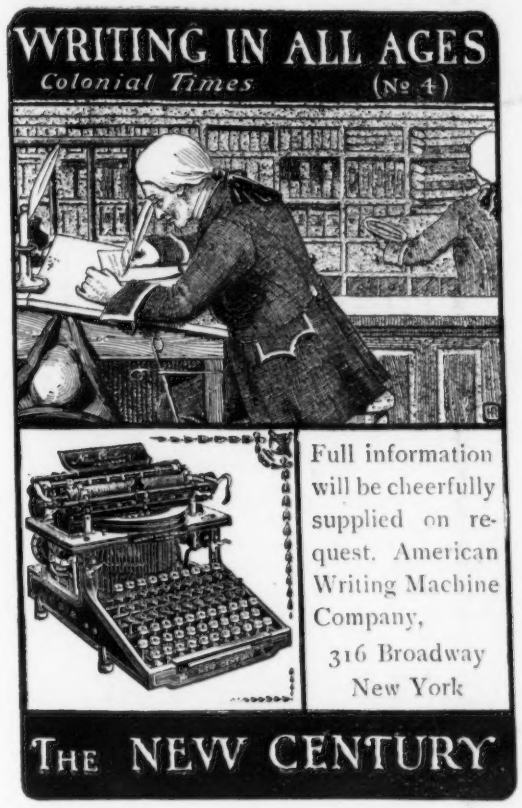
The Choice of a College for a Boy, by Charles Franklin Thwing, D.D., LL.D., president of Eastern Reserve University, and Adelbert College, Cleveland, O.; 32 pp. One vol., 12mo., 35c. Published by Thos. Y. Crowell & Co., New York, Boston.

The Trend of the Century, by Seth Lowe, president of Columbia University. One vol., 12mo., 31 pp., 35c. Published by Thos. Y. Crowell & Co., New York, Boston.

Opportunities for Culture, by Jeanette M. Dougherty. One vol., 12mo., 37 pp., 35c. Published by Thos. Y. Crowell & Co., New York, Boston.

The Revelation of Jesus. A study of the primary sources of Christianity, by George Holley Gilbert, Ph.D., D.D., professor of New Testament literature and interpretation in Chicago Theological Seminary, author of The Student's Life of Jesus, and The Student's Life of Paul; 361 pages. Price, $1.25. Published by The Macmillan Co., New York. For sale at DesForges & Co., Milwaukee, Wis.

A History of England for High Schools and Academies, by Katharine Coman, Ph.B., professor of history and economics in Wellesley College, and Elizabeth Kimball Kendall, M.A., associate professor of History in Wellesley College; 507 pages. Price, $1.25. Published by The Macmillan Co., New York. For sale at DesForges & Co., Milwaukee, Wis.



The meeting of the Wisconsin State Teachers' Association Mr. C. E. Brown, agent for Butler, Sheldon & Co., will occupy rooms 433-484 Plankinton House. These are the same rooms Mr. Brown has occupied on similar occasions for several years.

Hinds & Noble have in press a new edition of Craig's common school question book.

Hinds & Noble have in press two new books written by Julia M. Dewey, author of "Ethics for School and Home" and "How to Teach Manners." The title of the one will be "Lessons on Manners," the other "Lessons on Morals."

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Isaac Pitman's Complete Phonographic Instructor, Designed for Class or Self-Instruction. By Isaac Pitman, the Inventor of Phonography; Author of "The Phonographic Dictionary," Reporter's Assistant," Phonographic Phrase Book," etc. Revised Edition. 252 pages. Price $1.50. Published by Isaac Pitman & Sons, New York, Boston.

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The Prologue, The Knight's Tale, and the Nun's Priest's Tale. From Chaucer's Canterbury Tales. Edited with an Introduction, Notes and Glossary, by Frank Jewett Mather, Jr., Ph.D., Assistant Professor of English and the Romance Languages in Williams College. Part I contains the Introduction and the Prologue; Part II the Knight's Tale and the Nun's Priest's Tale. The two books together contain 143 pages. The Riverside Literature Series. Single numbers, 15 cts; double numbers, 30 cts. Published by Houghton, Mifflin & Co., Boston, New York, Chicago.

Doce Cuentos Escogidos. Edited for Class Use with Explanatory Notes and Vocabulary, by C. Fontaine, B.L., L.D., Director of French and Spanish Instruction in the High Schools of Washington, D. C. 116 pages. Published by William R. Jenkins, Librero-Editor, New York. Price 50 cts.

The School and Society. Being Three Lectures by John Dewey, Professor of Pedagogy in the University of Chicago. Supplemented by a Statement of the University Elementary School, Chicago. 125 pages. Published by the University of Chicago Press.

Talks to Young People. By Henry Sabin, LL.D. 92 pages, with a full-page half-tone engraving. Price, postpaid, 75 cts. Published by the Educational Exchange, Des Moines, Ia.

Science Sketches. Chemistry, Its Evolution and Achievements. By Ferdinand G. Wiechmann, Ph.D. 176 pages. Published by William R. Jenkins, New York.

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The Book of Knight and Barbara. Being a Series of Stories Told to Children. By David Starr Jordan. Corrected and illustrated by the children. 265 pages. Price $1.50. Published by D. Appleton & Co., New York.

The Sir Roger De Coverley Papers from the Spectator. Edited by Franklin T. Baker, A.M., Professor of English in Teachers' College, Columbia University, and Richard Jones, Ph.D., Professor of Literature in Vanderbilt University. 217 pages, with a half-tone engraving. Price 40 cts. Published by D. Appleton & Co., New York.

Macaulay's Essays on Milton and Addison. Edited with an Introduction and Notes by George B. Aiton, M.A., Inspector of High Schools, State of Minnesota. Twentieth Century Text Books. 188 pages. Price 40 cts. Published by D. Appleton & Co., New York.

Milton's Shorter Poems and Sonnets. Arranged in Chronological Order, and Edited, with Introduction and Notes, by Frederick Day Nichols, A.B., Associate in English, the University of Chicago, in charge of English at the Morgan Park Academy, Morgan Park, Ill. 153 pages. Price 40 cts. Published by D. Appleton & Co., New York.

The new catalogue of Cornell University shows that 1,966 students are now in residence at Ithaca, as contrasted with 1,737 last year. Announcement is made that the trustees have decided to continue the Summer Session, which was tried for the first time last year under University direction and control. The corps of professors and instructors has been raised from 38 to 52. That teachers are the chief attendants at the Summer Sessions is shown by the fact that of 423 in attendance, 344 were teachers. Of these 130 were college graduates, while more than one hundred were or had been undergraduate students of colleges.

The nature work, for which Cornell is unique, enrolled 111 students. This institution, unlike any other known to us, has a large body of trained scientists who are interested in the application of science to elementary education. Many city teachers, to whom the country was merely a name or a panorama seen from the car window, spent every afternoon from July 5 to August 16 in the fields, the woods, along the gorges, or by Cayuga Lake, observing and studying the myriad forms of plant and animal life. The spectacle of University professors enthusiastically teaching primary nature work to primary teachers is one not to be seen in any country outside of the United States, and probably in no university other than Cornell.

The Summer Sessions at Cornell University endeavor to supply instruction especially valuable to teachers. Thus, from two to six courses are announced in ancient and modern languages, in all the sciences, as well as in history and political science. The professional advancement of teachers is promoted by courses in the science and art education, and in the fundamental subjects like psychology on the one hand, and ethics and political and social science on the other. It is also announced that a number of distinguished professors from other universities have been invited to give instruction at Cornell during the Summer Session.

A feature of the Cornell Summer Sessions of interest to teachers, is the fact that graduates of colleges are enabled to enter upon graduate work at these periods. A year's credit may thus in time be won, without the surrender of desirable positions.

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In another way, also the heart is affected by the form of poor digestion which causes gas and fermentation from half-digested food. There is a feeling of oppression and heaviness in the chest caused by pressure of the distended stomach on the heart and lungs, interfering with their action; hence arises palpitation and short breath.

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It is reliably reported as we go to press that the educational list of Harper & Brothers has been transferred to the American Book Co. This covers a list of several hundred college and high school text-books.

An Entirely New Map of Paris.

Laird and Lee's latest bid for popular favor comes in the form of an admirably contrived American Tourist's Map of Paris, especially engraved in Paris for this Chicago House, and containing every recent change and addition in the thoroughfares, etc., of the French metropolis. It is 24x32 inches in size, but when folded in a cloth case, it occupies only a space of 6x3¾ inches in the pocket. The most striking feature of the map itself is the tape-system attached to it, which allows one to locate in ten seconds any of the 4,000 names marked on the map. For any visitor to Paris this will be of the greatest assistance in finding the way through the intricate windings of the old city's thoroughfares. A booklet of 80 pages is enclosed within the same cover, presenting a complete alphabetical list of all streets, boulevards, avenues, squares, "places," parks, bridges, churches, theaters, monuments and public buildings. Also all lines of omnibus, tramways and river steam boats. Here again a new feature, introduced in no other map, on either side of the Atlantic ocean, gives the reader, by a new and strikingly simple method, the exact pronunciation of every one of the 4,000 names inserted. Whoever has visited Paris and had to order a cabman about the city knows the difficulties met with when a name has to be given out intelligibly. Lee's American Tourist's Map of Paris does away with that particular worry of "a stranger in a strange land." This map is absolutely the only one of its kind published anywhere, and cannot be purchased in Europe. The traveller will do well, therefore, to procure it before leaving America. It completes an exceptionally fine tourist's outfit, including "Lee's Guide to Paris and Every-Day Conversation," and the Littre-Webster English-French and French-English Vest Pocket Dictionary. These excellent books have met with universal recognition from press and public. They are undoubtedly the leaders in their class.

PLAIN TALK ON TEACHING GEOMETRY.

How many girls or boys who study geometry have any idea how much it applies to the things of every-day life about them? They are told at the beginning of the subject that they will deal with points, lines, surfaces, and solids which are imaginary, merely conceptions of position and extent in space. This statement in itself is enough to deaden the interest of any pupil. And yet we have been teaching geometry how many years?

It would be unfair to teachers to imply that they have accepted this method of introducing to young minds a subject which ought to be of supreme interest. Far from it. A great cry has long been raised against the old-time method, and many brilliant minds have been seeking the best way for presenting the subject to grammar school pupils, to whom the beginning of the study logically belongs. But it has remained for a Boston school teacher to solve the problem. William T. Campbell has for a number of years taught geometry to pupils of ten or twelve years of age in a way which has attracted marked attention to his work, and the astonishing results evidenced by his pupils have been much commended. He begins by introducing the student to something that he has seen, knows about, and can readily make—a cube. The pupil quickly makes one from a simple pattern, having learned that the sides of a cube are all alike, and also something about the angles. With a cube of his own make before him, he observes its faces, edges, angles, measures and compares them. He observes, also, the parallel faces, vertical planes, etc., and, in short, he learns about all there is to be learned about a cube. He finds, strangely enough, that a portion of a building near by is a cube, and that the water in the pond which he sees every day makes a plane surface. With a rule he tests the top of his desk to see if it is a plane surface. He uses a home-made plumb line to test a vertical plane, and so on. It may be said, truthfully, we think, that the pupil does geometry. This brief illustration merely gives a hint as to Mr. Campbell's methods. He has lately placed his manuscript with the Harpers for publication, and the resulting book, "Observational Geometry," which they have just brought out, is a perfect gem.

The book is remarkable in many ways. It puts something into the pupil's hands which immediately attracts his attention and shows him how much his study has to do with everything about him. Geometry ceases to be a bug-bear to both teacher and pupil. There are no formal demonstrations. When the pupil takes up formal geometry, later on, it is believed that his training in observational geometry will help him to master the formal theorems of the usual high school text book in three-quarters of the time now devoted to the study. "Observational Geometry" is intended for use in connection with classes in arithmetic or mensuration without further change in the course of study.

Those who have examined the book praise it highly. Dr. T. W. Harris, superintendent of schools in Keene, N. H., thus characterizes this geometry:

"I am very greatly pleased with it. I have never been satisfied, from the time I studied geometry in the high school myself, with the plan of commencing the study, and, in fact, of almost confining it to the demonstration of theorems. As a student I could not understand the use of proving a statement whose truth I already perceived. Of course, that method has its use; but, in my judgment, that use belongs to a late stage in the pursuit of the study. It seems to me that the author has struck the right method of introducing the subject to the mind of the student—by the extraction of the truths of geometry from a careful study of materials which embody those truths. I especially like the plan of commencing the study with the examination of solids, and leading from them to the truths of plane geometry. The solid is a distinct entity—something real and objective—a whole, of which the plane, the line, and the point are parts; and the mind must grasp wholes before it can properly appreciate their parts.

"I am hoping in the near future to be able to make use of this book in my schools."

Every superintendent is strongly advised to make himself acquainted with this book. Unless many capable judges are mistaken, it will certainly add a great force to the work done in mathematics in the seventh and eighth grades, besides reducing considerably the time given to formal geometry in the high school.

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Hinds & Noble have just brought out a new edition of Sherrill's normal readers under the title of "A Ten Weeks' Course in Elocution."

Hinds & Noble will publish this week a new edition of Dr. Jeffers' "Shortest Road to Cæsar." Formerly published by R. L. Myers & Co., Harrisburg, Pa.

The Christmas number of Scribner's will contain specimens of the most elaborate color printing. One of the schemes is a religious poem illustrated by the first work in color of Walter Appleton Clark. It has been reproduced with a delicacy and faithfulness to the original which has never been surpassed by the magazine.

The total destruction by fire last month of the large publishing house of J. B. Lippincott & Co., of Philadelphia, caused a general regret throughout the country. The encouraging information is received that the plates which were stored in the vaults have been saved.

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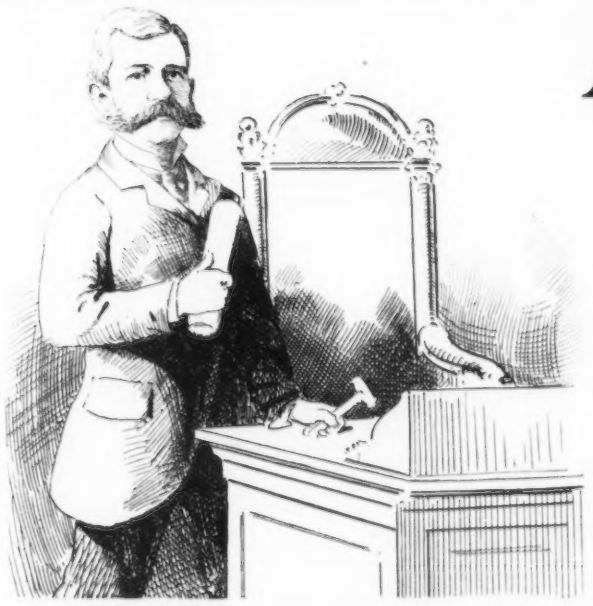

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Johnny—Oh, it's nothing of that kind. I was just going to ask if you didn't think it would go kinder hard on a fellow if two Christmases should happen to come on the same day.

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Glendale, O. The Peck-Williamson Heating & Ventilating Co. secured the order to fit up the High with their hot blast heating, ventilation and sanitation system.

Clifton, O. In the Girls' Academy the Peck-Williamson Co.'s system of heating and ventilating has been installed.

Parkersburg, W. Va. To the Peck-Williamson Heating & Ventilating Co., of Cincinnati, O., the contract to fit up the sixteen-room school building with a hat blast heating and ventilating system was awarded.

Kansas City, Mo. The Hope Ventilating Co. was awarded the contract to heat the Switzer and the Linwood school buildings.

Elliot, Pa. Mr. Badger, representative of the Wills Heating & Ventilating Co., of Philadelphia, who secured the contract for erecting the heating and ventilating apparatus for the new school, recently banqueted the board of education.

Woonsocket, R. I. The new Hope street school house has been fitted up with the Fuller & Warren system.

Rochester, N. Y. The Northcott Co. furnished school No. 33 with their heating and ventilating system.

Bellefontaine, O. Contract for flushing closets for the new school building awarded to the Peck-Williamson Heating & Ventilating Co.

Zanesville, O. The heating and ventilating apparatus in the new school building proved ineffective. The board has contracted with the Peck-Williamson Heating & Ventilating Co. to install their system.

Rockford, Ill. A ten-room school has been equipped with the hot air heating and ventilating system manufactured by the Peck-Williamson Heating & Ventilating Co.

West Burlington, Ia. The Peck-Williamson Heating & Ventilating Co. equipped an eight-room school building with their system.

Lima, O. The Peck-Williamson Heating & Ventilating Co.'s system of hot air has been placed in a sixteen-room school.

Chapel Hill, N. C. Heating and ventilating system selected for the First Ward school manufactured by the Peck-Williamson Co.

Baton Range, La. The new school building is being equipped with the Peck-Williamson Co. heating and ventilating system.

Albany, N. Y. The Peck-Williamson heating and ventilating system has been installed in a ward school.

Byron, Minn. The board of education has contracted with the Peck-Williamson Heating & Ventilating Co. for a school satitary system.

Philadelphia, Pa. Through the alleged incompetency of school janitors to operate the steam heating apparatus, two schools had to be closed for a day recently. The members of the sectional school boards, in which the schools were located, went and built fires thrmselves until they found men that were competent.

Newton, Mass. The Hyde school at Newton Highlands and the Chafin school at Newtonville are equipped with the Fuller & Warren system of heating and ventilating.

Edward C. Lewis and John H. Kitchen, proprietors of the American Warming & Ventilating Co., Chicago, Ill., and Lewis & Kitchen, Kansas City, Mo., are executing contracts for mechanical heating and ventilating, and for sanitary work the current year, at the following named places: Ponca, Neb., High School; Omaha, Neb., Saunders' School; Denison, Ia., High School; East Chicago, Ind., High School; Hammond, Ind., High School and Robertdale School; Morocco, Ind., High School; Bloomington, Ill., Franklin School; Mattoon, Ill., Central School and West Side School; Valpariso, Ind., High School; St. Joseph, Mo., South Park School, Musser, School, Young School, Jackson School; Iola, Kas., High School; Kansas City, Kans., High School; Kansas City, Mo., Douglass School; Tekemah, Neb., High School; Cedar Rapids, Ia. (steam), Adams School; Grundy Center, Ia., Public School.

The same parties are also executing work the present year according to gravity methods at the following places. Sanitary apparatus is included in most of these contracts, besides many others not here mentioned: Shell Rock, Ia., Public School; Kensett, Ia., Public School; LeRoy, Minn., Public School; Laurens, Ia., Public School; Des Moines, Ia., Oak Park School; Russell, Ia., Public School; Willmar, Minn., three school buildings; Independence, Ia., school building; Keswick, Ia., school building; Fremont, Neb., First Congregational Church; Estherville, Ia., Public School; Plattsburg, Mo., Public School; Queen City, Mo., Public School; Kirksville, Mo., two buildings and Public School; Salina, Kas., Public School; Valley Falls, Kas., Public School; Marshall, Mo., school building; Walla Walla, Wash., Public School; Lawrence, Kas., Public School; Poplar Bluffs, Mo., Public School; De Soto, Mo., Public School; Chatfield, Minn., Public School; Le Sueur Center, Minn., Public School; Monticello, Ind., Union Township School.

TO CURE A SORE THROAT

And to be quite sure that the remedy you are using will really make it well, we suggest that you get some **Muco-Solvent** and take it as directed. It contains nothing that can hurt the smallest baby.

This remedy has been tried so often and has performed such wonders in curing sore throats, often where the doctor's knowledge was of no avail, that we believe there is no remedy that equals it. Everybody can use it without help. It is the greatest preventive of disease development ever known.

Nobody can say when the throat begins to get sore, just what is coming. This is the best time to use it; then no matter whether it is quinsy, diphtheria, scarlet fever, croup, or just an ordinary sore throat, this remedy is the very best thing that could possibly have been used, and prevents anything serious following.

It is such a splendid preparation to have when trouble begins that we counsel every home to keep it on hand to check beginnings. It cures croup in five minutes.

Drug stores keep it, but where not for sale by them, the manufacturers, **Muco-Solvent Company, Chicago,** will send enough for $1 to make every home in the land feel safe against those diseases that come to every family at some time, often when they are least prepared to treat them successfully.

No injection of dangerous serum is needed where **Muco-Solvent** has been used in time.

DIRECTORY POPULAR SCHOOL AND COLLEGE TEXT BOOKS.

For the convenience of school officials contemplating or considering adoptions, this list has been carefully prepared. It represents the modern and progressive School and College text books of the day, adopted by the leading Boards of Education in the United States, and recognized by the best educational authorities.

Algebra.

Milne's Elements of...ABCo
" High School .... "
White's School .....ABCo
Brooks' .....CSCo
Wentworth's .....G&Co
Freeland's .....LG&Co
Hall & Knight's.....MacCo
Smith-Stringham's ... "
Thompson's New ...MM&Co
Collin's .....SF&Co
Beginners .....TB&Co
Atwood's Standard ..TMCo
Bradbury's Ele .....TB&Co
Bradbury's & Emery's. "
Sanford's Ele .....UPCo
Nicholson's Ele ..... "
Venable's Easy ..... "
Venable High School.. "
Giffin's Gram. Sch..WSBCo
Wells' Series .....DCH&Co
Bowser's Series ..... "
McCudy's Drill Books in ..... "

Arithmetics.

Milne's Elements .....ABCo
" Standard ..... "
Bailey's Elementary... "
" Comprehensive . "
Baird's Series ..... "
Bailey's Mental .....ABCo
Robinson's New Higher "
Brooks' New .....CSCo
" Mental ..... "
Prince's ....G&Co
Speer's .... "
Wentworth's ..... "
Harper's Advanced .H&Bros
Coburn's First Lesson in .....HM&Co
Thompson's 1st Les.MM&Co
" Comp .... "
McLellan & Ames' SerMacCo
New Franklin Series.BS&Co
Sheldon's Series ..... "
Stoddard's New ..... "
Belfield's Ele .....SF&Co
" Comp .... "
Cogswell. Lessons ....TBCo
Bradbury's Eaton's .. "
Nicholson's Series.....UPCo
Sanford's Series ..... "
Venable's Series ..... "
Werner Series—HallWSBCo
Business ....W&R
Nichol's Graded Les.WSBCo
Walsh's Series ....DCH&Co
Eaton's .... "
Atwood's Series ..... "
Sutton & Kimbrough's "
White's Series ..... "

Art.

Brown's .....CSS
D'Anvers' History of.. "
Van Dyke's Painting.LG&Co
Hamlin's Architecture. "
Marquand & Frothingham's Sculpture. "

Astronomy.

Todd's New .....ABCo
Bowen's .....ABCo
Gillet and Rolfe's..... "
Kiddle's New Ele..... "
Ball's Atlas of.....DA&Co
Young's ....G&Co
Ball's Elements .....LG&Co

Biology.

Boyer's ....DCH&Co
Boyer's Tablets .....CSSH
Stevenson's .....DA&Co
Bidgood's .....LG&Co
Parker's ....MacCo

Bookkeeping.

Bryant & Stratton's (2).....ABCo
Lyte's Book .....CSCo
Montgomery's Mod..MM&Co
Meservey's .....TBCo
American Accountant..UPCo
Werner .....WSBCo
New Complete .....W&R
Shaw's Ele .....DCH&Co
Seavy's Practical .... "

Botany.

Apgar's Analysis .....ABCo
Bentley's ..... "
Coulter's ..... "
Gray's ....ABCo
Clark's ..... "
Boyer's Tablets .....CSSH
Bergen's ....G&Co
Curtis' .....LG&Co
Bailey's Les .....MacCo
Setchell's Lab ..... "
Spalding's .....DCH&Co
Craig's Prac. Agriculture .....DA&Co

Business Forms.

Eaton's .....ABCo
Merrill's ....MM&Co

Chemistry.

Cooley's Text Book...ABCo
Steele's Popular ..... "
Storer & Lindsay's....ABCo
Keiser's Lab ..... "
Boyer's Tablets .....CSSH
Cooke's New .....DA&Co
" Lab. Proc ..... "
Roscoe's Series .....DA&Co
Shepard's Briefer Course in .....DCH&Co
" Inorganic ..... "
" Note Book ..... "
Remsen's Organic .... "
Stevens' Note Book.... "
Orndorff's Lab. Note Book ..... "
Williams' ....G&Co
Newth's Inorganic ..LG&Co
" Ele. Inorganic... "
" Chem. Analysis.. "
" Chem. Lect. Exp. "
Thorpe's Quan. Anal.. "
Thorpe & Muir Q. A.. "
Muir's Practical ..... "
Roscoe & Lunt's.....MacCo
Richardson's ..... "
Noyes' Qualitive ..... "
Talbot's Quantitative. "
Avery's Physics .....BS&Co

Civics.

Forman's .....ABCo
Judson's Young A...MM&Co
McCleary's ....ABCo
Dole's Am. Citizen.DCH&Co
" The Young Cit.. "
Wilson's The State... "

Civil Government.

Peterman's .....ABCo
Willoughby's Am. Cit. "
Cocker's .....H&Bros
John Fiske's .....HM&Co
Young's .....MM&Co
Finger's Lowry's .....UPCo
Hinsdale's Am. Gov.WSBCo

Composition and Rhetoric.

Boin's English .....ABCo
Boyd's Elements ..... "
Harper's Practical.... "
Swinton's School..... "
Butler's School Eng..ABCo
Quackenbos' Pract ... "
Waddy's .... "
Frink's ....CSS
Hill's Foundations .H&Bros
" Prin .... "
Buehler's Pract. Ex... "
Riverside Primer ...HM&Co
Longman's .....LG&Co
Baldwin's ..... "
Collard's Beginners'.MM&Co
Le Row's Practical.... "
Kellogg's Book on..... "
Fairy Tale & Fable.....MCo
Kellogg's Book on...MM&Co
Fairy Tale & Fable....MCo
Carpenter's H. Sch...MacCo
" Advance .... "
Lewis' Writing Eng.. "
English Comp .....SB&Co
Complete Rhetoric ... "
Hill's Elements ..... "
New Franklin Series.BS&Co
Sheldon's Series ....BS&Co
New Franklin Series.. "
Hill's Elements ..... "
New Normal .....WSBCo
Columbian ..... "
Williams' Practica DCH&Co
Strang's Ex. in Eng.. "
Pearson's Comp ..... "
Spalding's Ele. Comp. "

Cyclopedia.

Johnson's ....DACo

Copy Books.

(See Penmanship.)

Dictionaries.

Webster's School .....ABCo
Velazquez Spanish ..DA&Co
Meadow's Fr'nch-Ger.DA&Co
Adler's German-Eng... "
Millhouse Eng.-Italian. "
Webster's Inter.....G&CMCo
" National Pict'l.. "
Liddell's Greek .....H&Bros
Harper's Classical .H&Bros
" Latin .... "
Autenrieth's Homeric. "
Blackley & Friedlander's Ger.-Eng ..LG&Co
Longman's Pocket ... "
Contanseau's Fr.-Eng. "
" Pocket, Fr.-Eng. "
Browne & Haldeman..UPCo
Clarendon ..... "

Drawing.

Eclectic Series .....ABCo
Morris' Teaching of..LG&Co
" Geometrical .... "
Wilson's Geometrical . "
Haile's Prac. Draw.MM&Co
Prang's Primary Course Manuals, Parts I and II .....PECo
Primary Course without Clay, Manuals, Parts I and II ..... "
Ball's Paper Folding and Cutting..... "
Prang's Shorter Course (1-5) ..... "
" Ele. Course..... "
" Course for Grad. Schools ..... "
" Course for Ungraded Schools.. "
" Rouillion's Mec.. "
Thompson's Aesthetic Series .....DCH&Co
" Mechanical Ser. "
" N. Short Course. "
Anthony's Mechanical. "
" Machine ..... "
" Essentials of Gearing ..... "
Daniels' Lettering ... "
" Color Suggestl'ns "
" Geometric Prob.. "
White's Art Inst. (1-9) "
Bartholomew's Free Hand .....UPCo
Eclectic Industrial.... "
Natural Drawing Ser., 6 Numbers .....PPCo

English Literature

Alden's Studies .....ABCo
Brook's English ..... "
Gilman's First Steps.. "
" Early Lit..... "
Schoolmaster in Lit... "
Westlake's .....CSCo
Baas' Shakespeare ....CSS
Chaucer ..... "
Labban's Essays ..... "
A Study of Eng. Prose "
Gosse's ....DA&Co
The Orthoepist .....DA&Co
The Verbalist ..... "
Bain's Teach. Eng.... "
Bryant's Leaflets .... "
Irish's Am. & Brit. Auth.FVI
" Lit. Gem-Book
Treas. Thoughts "
Rolfe's Shakespeare the Boy .....H&Bros
Swinton's Studies..... "
Johnson's Lit. Crit..H&Bros
Robertson's Hist. of... "
Phillips' Manual ..... "
Richardson's Amer...HM&Co
Masterpieces Brit. Lit. "
Riverside Series ..... "
Masterpieces Am. Lit. "
Modern Classics ..... "
American Poems ..... "
American Prose ..... "
Ics, 27 Vols....LG&Co
Higginson's Am. Auth. "
Longman's Eng. Lit... "
Maynard's Series ...MM&Co
Kellogg's on ..... "
Brooke's ....MacCo
Bates' Am. Lit..... "
Carpenter's Am. Prose "
George's Chancer to Arnold .... "
The Silver Series....SB&Co
Pattee's His. Am. Lit. "
Tappan's Topical Notes on Am. Authors.. "
Baldwin's Select .... "
Sprague's Studies in.. "
Maertz's New Method. "
Shaw's Series .....BS&Co
" New History of Eng. and Am. Lit "
The Great Writers.... "
Tyler's Manual of.... "
Longman's Eng. Class-
Chittenden's Ele.....SF&Co
Lloyd's Little Folks... "
Lake's Eng. Classics.SF&Co
Choice Readings ....BS&Co
Sel. from Am. Auth.. "
Sheldon's Readers .... "
Golden Rod Books.....UPCo
Standard Lit. Series.. "
Johnston & Brown's... "
Heath's Classics ..DCH&Co
Meicklejohn's His. of England..... DCH&Co
Carson's Browning DCH&CO
" Shakespeare DCH&CO
Orden Shakespeare..DCH&CO
Hanthorne & Lemmon's Am. Lit.....DCH&CO
Heart of Oak Book... "

Elocution.

Kidd's ....ABCo
Burrell's Clear Speaking and Good Reading .....LG&Co
Bailey's Essen. of Reading .....BS&Co
Smith's Reading and Speaking .....DCH&Co

French.

Sym's ....ABCo
Muzzarelli's .....ABCo
De Fivas' Elementary. "
Dreyspring's ..... "
Duffet's Method..... "
Magill's Readers .....CSCo
Longman's Gram ...LG&Co
" Composition . .. "
Episodes from Modern Authors ... "
Magnenat's Course ..MacCo
Kroeh's .... "
LeRow's Prac. Read.MM&Co
Keeteles' Gram & Read "
Maynard's Texts ...MM&Co
Elementary French.... "
La France ..... "
Anecdotes Nouvelles... "
Colloquial Conver...IP&Sons
Les Prosateurs Fran.. "
Le Francais Pratique. "

Geographies.

Natural Elementary...ABCo
" Advance ..... "
Harper's (2)..... "
Barnes' (2)..... "
Swinton's (2)..... "
Eclectic (2)..... "
Frye's ....G&Co
Longman's .....LG&Co
Chisholm's ..... "
Tarr's Phy .....MacCo
Modern Series .....S&Co
Maury's .....UPCo
Werner ....WSBCo
Inductive Geography .PPCo
Redway's Geography of New York State.... "

Geometry and Trig.

White's Series .....ABCo
Eclectic School ..... "
Phillips' Fisher Ser.H&Bros
Nichols' ....LG&Co
Crockett's Trig .....ABCo
Ray's Series ..... "
Robinson's New G. & T. "
Schuyler's Elements... "
Stewart's Plane and Solid ..... "
Schuyler's Trignom... "
Brooks' Plane and Solid .....CSCo
" P. & S. Trig..... "
Baker's Geom .....G&Co
Hill's .... "
Wentworth's .... "
Phillips & Strong's Trig ....H&Bros
Gore's Plane & Solid.LG&Co
Estill's ..... "
Noetling's Elements of Edwards' Geom .....MacCo
Lock-Miller's Trig ... "
Loney's Trig ..... "
Bradbury's Ele. PlaneTB&Co
" Trig ..... "
" Geom. & Trig.... "
" Acad. Plane..... "
" Acad. P. & S.... "
" Trig. & Survey.. "
Venable's .....UPCo
Wells' Series .....DCH&Co
Bower's Series ..... "
Hunt's Gram. School Geometry ..... "
Waldo's Descriptive Geometry ..... "

German.

Keller's Series .....ABCo
Adler's Pro. Ger. Read. "
Dreyspring's Series.... "
David's Easy Stories.LG&Co
Longman's Grammar.LG&Co
" Composition .... "
Gems of Literature.....MCo
Macmillan's Series ..MacCo
Maynard's Texts ...MM&Co
Neue Anekdoten..... "
Deutschland und die Deutschen ..... "
Beginner's ..... "
Colloquial Conver...IP&Sons
Pitman's Practical.... "
Sawyer's Grammar...SB&Co
" Manual ..... "
Knofloch's Ger. Simp..UPCo
Martin's Series .....WSBCo
Joynes-Meissner's Gram .....DCH&Co
Harris' Ger. Lessons.. "
Heath's Series ..... "
" Dictionary ..... "
Guerber's Maerchen .. "

Geology.

Le Contes .....ABCo
Andrews' Element.....ABCo
Nicholson's ..... "
Steele's ..... "
Geographical Portfol.CSSCo
Hand Book—Prac..... "
Gove's ..... "
Le Conte's Ele.....DA&Co
Lyell's Princ ..... "
Tarr's Elements .....MacCo
Scott's Introduction.. "
Shaler's First B. inDCH&Co

Grammar.

(See Language & Grammar.)

Greek.

Jebb's Literature .....ABCo
Gladstone's Homer.... "
Coy's First Reader.... "
" For Beginners... "
Crosby's Lessons ..... "
Hadley & Allen's..... "
Harkness' First ..... "
Harper & Water's In.. "
Greek Testament.....DMcK
Hahn's Novum Test..DA&Co
Goodwin's Gram .....G&Co
White's First Les..... "
Ferguson's Aid.....H&Bros
Anthon's Series.....H&Bros
Ritchie's .....LG&Co
Arnold's Prose Comp. "
Boise-Pattengill's First Less. in Greek..SF&Co
Jones' Prose Comp.... "

Histories.

Eggleston's Am .....ABCo
McMaster's U. S..... "
Barnes (8) ..... "
Eggleston's (2) ..... "
Eclectic (2) ..... "
Guerber's English .... "
Swinton's ..... "
Ridpath ..... "
Andrews' U. S.....CSS
Adams' .... "
Burgess' .... "
Gordy's U. S..... "
Johnston's U. S..... "
Oxford Man. of Eng.. "
Guizot's Civil .....DA&Co
Sewell's Rome..... "
Kroeker's Germany.... "
Cooke's England ..... "
Sewell's Greek ..... "
Channing & Hart's....G&Co
Montgomery's ... . "
Myers' .... "
Green's Eng. People.H&Bros
Smith's Greece ..... "
" Rome ..... "
Cox's Greece ..... "
Liddell's Rome ..... "
Fisk's U. S.....HM&Co
Hill's U. S..... "
How & Leigh's Rome.. "
Oman's Greece .....LG&Co
How & Leigh's Rome.. "
Higginson's U. S..... "
Gardiner's Stud. Eng.. "
Ransome's England.... "
Alma Holman Burton's..MCo
Anderson's U. S.....MM&Co
" England ..... "
" France ..... "
Leighton's Rome..... "
Channing's U. S.....MacCo
Shuckburg's Rome ... "
Botsford's Greece .... "
Robinson's Greece ... "
Scudder's His. of U. S.S&Co
Stone's England .....TB&Co
Hansell's School .....UPCo
" Higher ..... "
Jones' ..... "
Evans' ..... "
Ellis' .....WSBCo
Burton's Our Country. "
Clement's Hist. Egypt.LPCo
Douglas' His. of China "
Young Folks History of Mexico ..... "
Smith's Manual of U. S. History .....PPCo
Thomas' U. S.....DCH&Co
Sheldon's U. S..... "
" General ..... "
" Grk. and Rom "
McLaughlin's The Am. Nation .....DA&Co

Italian.

Without a Master....DMcK
Hugo's Method .....IP&S
Grandgent's Gram .DCH&Co
" Comp .... "
Bowen's Reader ..... "

Language and Grammar.

Patterson's Word B...ABCo
Metcalf's Ele. Eng.... "
" Eng. Grammar.. "
Maxwell Series ..... "
Welsh's ....CSCo
Corbett's Eng .....DA&Co
Irish's Orth. & Orthoepy ....FVI
Pitman's French .....IP&S
Longman's .....LG&Co
Reed & Kellogg's....MM&Co
Reed's Introductory... "
Kellogg & Reed's Word Building ..... "
Carpenter's Gram ...MacCo
Davenport & Emerson's Gram .... "
Sheldon's Prim. Language Lessons..BS&Co
Patterson's Elem. of Gram. & Comp.. "
DeGarmo Lang. Ser.WSBCo
Essentials of English Grammar .....PPCo
Supplementary Lessons in English ..... "
Atwood's Language Tablets ..... "
Analysis and Parsing. "
Hyde's Eng .....DCH&Co
" Eng. Gram .... "
Meiklejohn's Eng. Gr. "

Law—Commercial.

Clark's .....MM&Co
New Commercial .....W&R
Weed's Business ..DCH&Co
Thompson's Manual Training ..... "
Woodward's Manual Training ..... "
Seidel's Indus. Inst... "

Latin.

Harkness' Series .....ABCo
Bennett's Cicero....BHS&Co
Clark's Eutropius..... "
Cowles' Terence..... "
Daniell's New L. Com. "
" Prose Comp..... "
Dodge. The Private Life of the Rom. "
Elmer's Terence Phor. "
Flagg's Lives of Nepos "
Fowler, First Book In.. "
Fowler's Plautus, Men. "
Harrington & Tolman's Gr. & Rom. Mythology. "
Herbermann's Sallust, Catline ..... "
Hopkins' Tacitus..... "
Kiepert's Class. Atlas. "
Kirkland's Horace, Satires and Epis... "
Lindsay's Sight Slips in Latin ..... "
Lord's Livy, Series... "
Miller's Latin Comp.. "
Owen's Cicero ..... "
Platner's Pliny ..... "
Allen & Greenough's..G&Co
Lane's Gram .....H&Bros
Anthon's Series.....H&Bros
Latin Literature of the Empire ..... "
Ritchie's First Steps.LG&Co
" Latin Prose Com "
" Easy Continuous Latin Prose..... "
Morris' Ele. Latina... "
Shortest Road to Cæsar ....M&Co
Creighton's ....MacCo
Intercollegiate Ser ..SF&Co
Jones' Lessons ..... "
" Prose .... "
Riggs' in Latinum.... "
Gildersleeve's Series...UPCo
White's Dict .....H&N
Classic Texts ..... "

Letter Writing.

A Manual .....H&N

Literature.

(See English Literature.)

Manual Training.

McArthur's Man. Ind.DA&Co
Banner's Sewing ....LG&Co
Hewitt's, 2 Vols..... "
Unwin's Clay Modell'g "

Mental Science.

Orton's ....H&Bros
Browne's Ethics ..... "
" Theism .... "
" Th. and Know.. "
" Metaphysics .... "
Dexter's & Garlick's Psychology ....LG&Co
Fitchener's Psych....MacCo
Bain's Mental .....ABCo
Hewett's Psychology.. "
Schuyler's Psychology. "
Robertson's Ele. of.....CSS
Minto's Logic ..... "
Muirhead Eth., Ele. of "
Hyslop's Ele. of Eth.. "
Browne's Series ....H&Bros
Dewey's Psychology.H&Bros
Baker's Ele. Psych..MM&Co
Gordy's New Psych....H&N
Sanford's Psych....DCH&Co
Compayre's Psych.... "
Herbart's Psychology. "

Moral Science.

Gow Good Morals.....ABCo
Hume's Essays, 2 Vol.LG&Co
" Human Nature, 2 Vols ..... "
Kant's Ethics ..... "
" Meta. of Ethics.. "
Bain's Moral .....ABCo
McKenzie's Ethics ....H&N

Music.

Natural Series.....ABCo
Stevenson Song Book...CSS
Field-DeKoven S. Book "
Educational ....G&Co
Franklin Coll.....H&Bros
Riverside Song Book.HM&Co
Russell's Vocal Culture "
Zuchtmann's Charts...KRCo
" Readers ..... "
American System..... "
Bertenshaw's Method.LG&Co
Brewer & Reddall...MM&Co
Ideal Chart .....M&Co
" System .... "
Modern Series .....SF&Co
Crown of Song.....BS&Co
Green's .....WSBCo
Whiting's Series ..DCH&Co
Hart's Class. Reader.. "
Whiting's Y. P. Song Book ..... "
Emerson's Hymnal ... "

Mythology.

Skinner's Readings in Folk Lore .....ABCo
Guerber's .... "
Murray's Manual of..DMcK
Beren's .....MM&Co

Natural Science.

Treat's Home Studies.ABCo
Buckley's Short His.DA&Co
Newcomb's Pop. Astronomy .....H&Bros
Theory of Physics.... "
Orton's Com. Zoology. "
Dodge's Introduction to Ele. Blo..... "
Orton's Comparative Zoology (revised) "
Beddard's Zoology....LG&Co
Griffin's Philosophy ...CSCo
Nature's Byways .....MCo
Bailey's Physics ...DCH&Co
Guides for Teaching.. "
Rick's Natural His... "
Rice's Teaching ..... "
Spear's Leaves and Flowers ..... "
Scott's Nature Study. "

Oratory.

Webster's Bunker Hill .....LG&Co
Briefs for Debate..... "
Follett's Speaker..... "
Smith's Reading and Speaking .....DCH&Co

Intellectual and Moral Philosophy.

Browne's Series ....H&Bros
Haven's Ment. Phil..BS&Co
Wayland's Intel. Phil. "
Fairchild's Moral Sci. "
Hopkins' Moral Science "

Pedagogics.

Hewett's .....ABCo
Shoup's ..... "
White Ele. of..... "
Herbart's ....CSS
Butler's .... "
International Ed. SerDA&Co
Johannat's Prim. Teaching .... "
Baldwin's Art of Sch. Man .... "
Harris' Phsychologic..
Foundations Ed ..... "
French Without a Master .....DMcK
Compayre's His. of.DCH&Co
Heath's Pedagogical Library ..... "
Hall's How to Teach History ..... "

Barnett's Teaching and Organization ...LG&Co
Garlick's Manual of Methods ..... "
Beale's Work & Play.. "
Salmon's Art of Teach "
Hallech's Ed. Nerv. Sys.MCo
Arnold's ..... "
Mistakes in Teach.....H&N
Page's .... "

Penmanship.

Barnes' Vertical.....ABCo
Spencerian Series..... "
Curtis' Semi-Vertical.. "
Roudebush Writing....CSSH
Longman's New Copy Books .....LG&Co
Merrill's Vertical ...MM&Co
New Cent. Intermedial.MCo
Sheldon's Vertical ....S&Co
Duntonian .....TB&Co
University Series .....UPCo
Simplified Penmanship "
Economic System of Penmanship, 6 Nos.PPCo
Potter & Putnam's System of Vertical Writing, 10 Nos.... "
Natural System of Vertical .....DCH&Co
Newland & Rowe's Ver "
Pen Written Copies....W&R
Ellsworth's .....WSBC

Logic.

Bain's ....ABCo
Day's .... "
Day's Elements of.....ABCo
Schuyler's Prin. of.... "
Mill's System .....DA&Co
Davis' Series .....H&Bros
Bowne's Series ..... "
Mills' System.....LG&Co

Phonetic Reader.

C. W. Dean's.....MCo
Riley's New Phonic Primer .....PPCo

Physics or Natural Philosophy.

Appleton's School ....ABCo
Cooley's Series ..... "
Steele's Popular ..... "
Trowbridge's New..... "
Well's Nat. Phil..... "
Britton's ....CSS
Grant's .... "
Dana's .... "
Mills' .... "
Storer's .... "
Thompson's ..... "
Deschanel's N. Phil..DA&Co
Dolbear's First Prim..G&Co
Wentworth & Hill's... "
Hopkins' PreparatoryLG&Co
Watson's Practical.... "
Wright's ..... "
Glazebrook & Shaw's Practical ..... "
Balfrom-Stewart's ...MacCo
Nichols' .... "
Shaw's ....MM&Co
Avery's ....BS&Co
Grifford's Elements .TB&Co
Chute's Lab. Man..DCH&Co
" Physics ..... "
Whiting's Physical Measurement ..... "
Bailey's Ele. Physics. "

Physiology and Hygiene.

Overton's Series .....ABCo
Smith's Primer ..... "
Child's Health Primer. "
Kellogg's First Book.. "

The Teacher's Manual.CSSH
Barnett's Making of the Body.....LG&Co
Blaisdell's ....G&Co
Ferneaux's Phys.....LG&Co
Thornton's Phys ..... "
Hutchison's Series...MM&Co
Willard & Smith Stand.MCo
Easy Exp. in.....MCo
Foster & Shors'.....MacCo
Gifford's Elementary.TB&Co
Dunglison's ....WSBCo
Colton's .....DCH&Co
" Briefer ..... "

Physical Culture.

Morris' System .....ABCo
Harvey's Phy. Exer..LG&Co
Anderson's .....MM&Co
Stoneroad's .....DCH&Co
Pray's Motion Songs. "

Political Economy.

Laughlin's ....ABCo
Perry's Prin .....CSS
Woolsey's .... "
Mill's Principles ....DA&Co
Mills' ....LG&Co
Davenport's ....MacCo
Macvane's .....MM&Co
Wayland's ....BS&Co
Chapin's ..... "
Wayland's Ele. of Pol. Economy ..... "
Meservey's .....TB&Co

Readers.

Baldwin's .....ABCo
Harper Series ..... "
Swinton Series ..... "
Barnes Series ..... "
Appleton Series ..... "
McGuffey Series ..... "

Longman's "Ship" LitLG&Co
" Supplem't. Fairy. "
" Infant Fairy.... "
" "Ship" Historic'l "
Cyr Series .....G&Co
Collard's .....MM&Co
Sheldon's Series ....BS&Co
New Franklin Series.. "
Davis' .....UPCo
Holmes' ..... "
Pollard Series .....WPH
New Normal .....WSBCo
Columbian .... "
New Script Primer....PPCo
Vertical Script Prim. "
New Phonic Primer... "
Wake-Robin Series of Biography, 3 Vols..PPCo
Stories of Starland... "
Heart of Oak.....DCH&Co
Bass' .... "
Wright's Seaside and Wayside ..... "

Shorthand.

Isaac Pitman's Comp..IP&S
Instructor ..... "
Isaac Pitman's Phono. Dic ..... "
Spanish Phonography .IP&S

Spanish.

De Torno's Method..DA&Co
Ollendorff Method..... "
Pitman's Pract. Spanish Grammar .....I.P.&Sons
Spanish Without a Master .....DMcK
Knoflach's Span. Simp.UPCo
Edgren's Gram ...DCH&Co
Matzke's Reader ..... "

Spellers.

Rice's Series .....ABCo
Beitzel's Word Build..CSCo
Graves' ....G&Co
Reed-Word Lessons..MM&Co

Morse Speller .....MCo
Benedict's ....M&Co
New Speller .....H&N
Gem Spelling Blanks.PL&Co
De Vere's Grammar... "
Student's ....SF&Co
Sheldon's Word StudiesS&Co
Patterson's Com. School Speller ..... "
Holmes' Elementary...UPCo
Hansell's Primary..... "
Pollard Speller .....WPH
Columbian ....WSBCo
Seventy Lessons .....W&R
Classic Speller, 2 Nos.PPCo
Student's Standard Speller ..... "
Sever's ....DCH&Co
Penniman's Com. Words Difficult to Spell.... "
Benson's .... "

School Records.

Smith's Register .....H&N

Translations.

Literal of the Classics.DMcK
Interlineal of ..... "
Classical Library ...H&Bros
Handy (75 vols.).....H&N

Writing.

Standard Vertical ....CSCo
Popular System ..... "
Shaylor's System .....G&Co
Merrill's .....MM&Co

Zoology.

Burnet's .....ABCo
Holder's Elementary.. "
Morse's First Book in. "
Steele's Series ..... "
Johonnot's Series ...BS&Co
Nicholson's Manual...DA&Co
Beddard's. .....LG&Co
Colton's ....DCH&Co

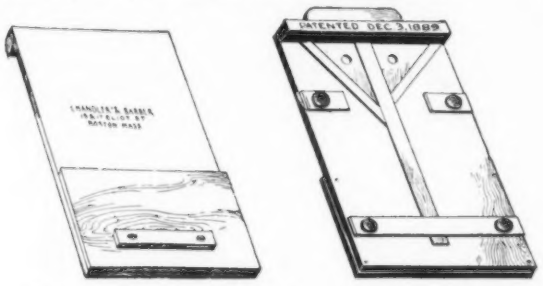
ABBREVIATIONS

American Book Co....ABCo
Appleton & Co., D...DA&Co
Butler, Sheldon & Co.BS&Co
Central Sch. Sup. H..CSSH
Charles Scribner's Sons ....CSS
Ellsworth Co., The.....ECo
Ginn & Co.....G&Co
Harper & Brothers..H&Bros
Heath, D. C., & Co.DCH&Co
Hinds & Noble.....H&N
Houghton, Mifflin & Co. .....HM&Co
Irish, Frank V.....FVI
King, Richardson & Co. .....KR&Co
Longmans, Green & Co. .....LG&Co
Maynard, Merrill & Co. .....MM&Co
Merriam, G & C. Co.G&CMCo
Morse Co., The.....TMCo
Macmillan Co .....MacCo
Pitman & Sons, Isaac. .....IP&Sons
Potter & Putnam Co..PPCo
Prac. Text Book Co...P.T.B.Co
Prang Educational Co.PECo
Powers, O. M.....OMP
R L Meyers & Co.....M&Co
Sanborn & Co., B. H.BHS&Co
Smith Pub. Co., H. P .....HPSPCo
Scott, Foresman & Co.SF&Co
Sower Co., Christopher.CSCo
Thompson, Brown & Co. .....TB&Co
University Pub. Co....UPCo
Western Pub. House...WPH
Williams & Rogers.....W&R
Werner School Book Co ....WSBCo
Lothrop Publishing Co.LPCo

Manual Training Outfits.

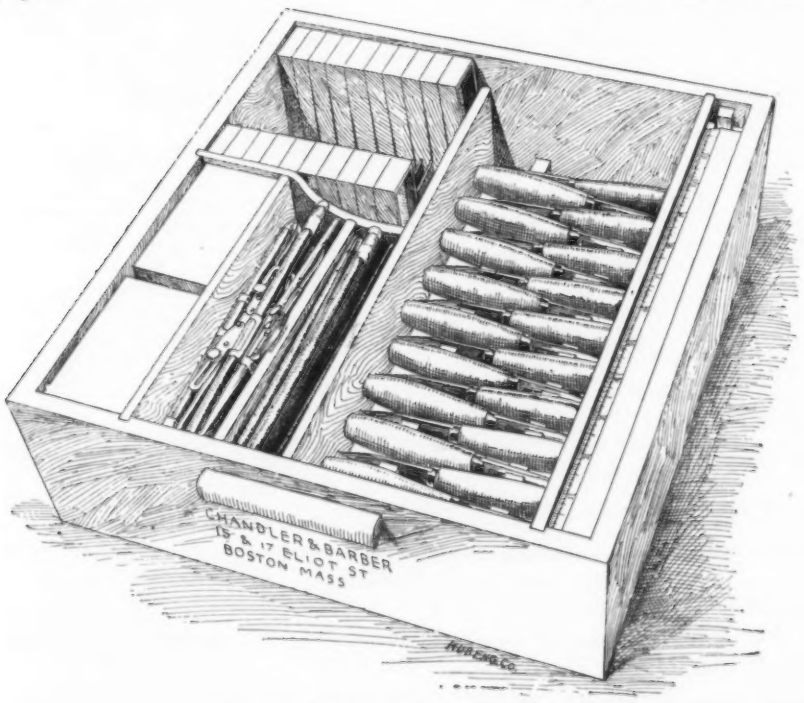
For the whittling course adopted in some schools, a set of tools has been made, with a desk top to be adjusted during its use.

The desk top is made of pine or white wood with cleats across the ends and ribbon disks on the bottom to prevent scratching the regular desk. The service end of the top has a hardwood piece to rest the work against. Both of these parts are easily removed and turned about, or they may be replaced when worn out.



We also show a desk top of the same size fitted with the Bradley outfit, which makes a complete desk top for whittling, with try and T square and angles.

The outfit of tools is a compact arrangement in a case of instruments for a class of twenty pupils.



BRADLEY MANUAL TRAINING DESK TOP.

It contains twenty of each, knives with heavy blades, steel try squares, pencil compasses, sand paper block, rules, pencils and a chart of twelve models designed by Gustaf Larsson, principal Sloyd Training School, Boston. (Chandler & Barber, 15-17 Eliot street, Boston.

Catalogue for the asking.

Supplies.

Onarga, Ill. A Smith Premier typewriter has been purchased for use for instruction purposes in the Grand Prairie seminary.

Adrian, Mich. The state industrial school has purchased a Smith Premier typewriter for instruction purposes.

W. & A. K. Johnston's maps were adopted in the city of Washington, D. C. Orders for the same are being filled by J. M. Olcott & Co.

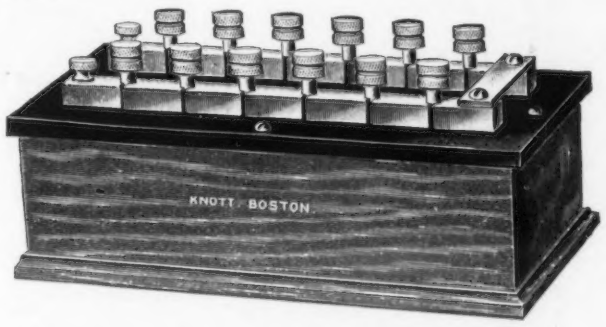
Fort Collins, Colo. The state agricultural college has purchased a Smith Premier typewriter to be used for instruction purposes.

J. M. Olcott & Co. have secured the adoption of W. & A. K. Johnston's maps in the city of St. Louis.

Laramie, Wyoming. A Smith Premier typewriter has been sold to the University of Wyoming to be used for instruction purposes.

Westchester, Penn. Slate for blackboards for normal school purchased of J. M. Olcott & Co.

We have been interested in watching the development in apparatus intended for the use of the student in individual laboratory instruction in Physics. For years the material furnished for this work seemed to be of such a crude nature that teachers hesitated to introduce a course demanding the use of such material. Improvements have been carried forward with such rapidity by the manufacturers during the past year that we now feel the greatest confidence in commending this method of instruction to the small as well as the large secondary school.



For an illustration of the improvement we gladly call attention to the cut representing a resistance box made to take the place of the cheap instrument formerly on the market, and which sells for the same price. The manufacturers offer more definite information concerning this and other improvements which they have recently made. A card addressed to the L. E. Knott Apparatus Co., of Boston, will bring the desired information.

JOHN LOUGHLIN, SIDNEY, OHIO.
The veteran school furniture man who has retired from the industry. Formerly vice-president of the United States School Furniture Co , of Chicago.

BEATTY PIANOS. $117.00 BUYS A NEW PIANO. Stool, Scarf and Book included. Over 100,000 Beatty Organs and Pianos in use. Catalogue Free. Address DANIEL F. BEATTY, Washington, New Jersey

DIRECTORY OF SCHOOL SUPPLY AND EQUIPMENT DEALERS.

This directory has been prepared for the convenience of Secretaries, Boards of Education and school officials who contemplate the erection of school houses and the purchase of School Furniture, Supplies and Equipment. The names of reliable firms only are listed. Write them for estimates and other information.

Apparatus.

McIntosh Battery & Optical Co.....Chicago
L. E. Knott Apparatus Co.....Boston.
Educational Ass'n.....Chicago.
Standard School Fur. Co.... "
E. W. A. Rowles..... "
Central Sch'l Supply House, "
E. G. Dann & Co..... "
Chicago Lab. Sup. & Scale Co. "
A. H. Andrews Co..... "
Franklin Educational Co.....Boston.
School & Office Supply Co., ...Grand Rapids, Mich.
L. A. Murray..... Kilbourn, Wis.
E. H. Sargent & Co .....Chicago.
E. G. Smith,.....Columbia, Pa.
Chas. W. Holbrook, ...Windsor Locks, Conn.

Artificial Slate.

Standard School Fur. Co....Chicago.
Central School Supply House "
School & Office Supply Co., ... Grand Rapids, Mich.
L. A. Murray.....Kilbourn, Wis.
American School Furniture Co. .....New York, Chicago.
Grand Rapids School Furniture Co. .....New York, Cnicago.
Thos. Kane & Co. Works, ...New York, Chicago.
Cleveland School Furniture Works, ...New York, Chicago.
Chandler Adjustable Chair & Desk Works..... Boston.

Blinds.

Central Sch'l Supply House, Chicago.
Standard School Fur. Co.... "
E. W. A. Rowles ..... "
A. H. Andrews Co..... "
L. A. Murray..... ....Kilbourn. Wis.
Peckham, Little & Co.....New York

Badges.

Bunde & Upmeyer.....Milwaukee.
Central Sch'l Supply House...Chicago.

Book Covers.

Holden Book Cover Co..... ..... Springfield, Mass.

Commencement Stationery.

Peckham, Little & Co.....New York.
J. M. Olcott & Co...New York-Chicago
Central School Supply House "
Standard Sco'l Furn. Co..... "
E. A. W. Rowles ..... "
E. G. Dann & Co..... "
The Caxton Co..... "
J. L. Hammett Co...Boston-NewYork
Sterling School Supply Co., ...Mt. Sterling. O.

Crayon.

American School Furniture Co. ..... New York, Chicago.
Grand Rapids School Furniture Co. .....New York, Chicago.
Thos. Kane & Co. Works, ...New York, Chicago.
Cleveland School Furniture Works, ...New York, Chicago.
Chandler Adjustable Chair & Desk Works..... Boston.

Charts.

Peckham, Little & Co.....New York
Thomas Kane & Co .....Chicago.
Educational A'ssn..... "
J. M. Olcott & Co...New York-Chicago
Standard School Fur. Co.... "
A. H. Andrews Co..... "
E. G. Dann & Co..... "
Western Pub. House..... "
E. W. A. Rowles..... "
Central Sch'l Supply House, "
Century School Supply Co .... "
School & Office Supply Co., ...Grand Rapids, Mich.
L. A. Murray.....Kilbourn, Wis.
J. L. Hammett Co...Boston-NewYork
Sterling School Supply Co., ...Mt. Sterling, O.
Potter & Putnam Co..... New York

Diplomas.

Central Sch'l Supply House, Chicago.
E. W. A. Rowles..... "
Standard School Fur. Co..... "
E. G. Dann & Co..... "
Oliver Adams Pub. Co.....Chicago.
J. M. Olcott & Co...NewYork-Chicago
Peckham, Little & Co.....New York
Sterling School Supply Co., ... Mt. Sterling, O.

Drawing Tables.

Prang Educational Co..... ..... Boston-New York-Chicago

Dry Closets.

The Powers Regulator Co....Chicago
Am. Warming & Ventilating Co.. .....Chicago
Peck-Williamson Co....Cincinnati. O.
Lewis & Kitchen.....Kansas City. Mo

Erasers.

Peckham, Little & Co..New York city.
W. H. Londergon.....Duncan Park.....Chicago Ill.
J. M. Olcott & Co...New York-Chicago
Thomas Kane & Co.....Racine, Wis.
Educational A'ssn.....Chicago.
E. G. Dann & Co..... "
Standard School Fur. Co.... "
E. W A. Rowles..... "
Central Sch'l Supply House, "
The Caxton Co..... "
A. H. Andrews Co..... "
School & Office Supply Co., ...Grand Rapids, Mich,
L. A. Murray .....Kilbourn. Wis.
J. L. Hammett Co...Boston- ewYork
Sterling School Supply Co., ... Mt. Sterling. O.
Potter & Putnam Co..... New York

Fire Escapes.

National Iron Co.....Reed City,Mich

Flags.

J. A. Joel & Co.....New York.
Peckham, Little & Co..... "
J. M. Olcott & Co..New York-Chicago
Central Sch'l Supply House, Chicago.
Thomas Kane & Co.....Racine, Wis.
Educational Ass'n.....Chicago.
E. W. Rowles..... "
Standard School Fur. Co.... "
A. H. Andrews Co..... "
E. G. Dann &Co..... "
School & Office Supply Co., ...Grand Rapids, Mich.
L. A. Murray.....Kilbourn, Wis.
J. L. Hammett Co...Boston-NewYork
Sterling School Supply Co., ... Mt. Sterling. O.

Globes.

Central Sch'l Supply Honse, Chicago.
Thomas Kane & Co.....Racine, Wis.
J. M. Olcott.....New York-Chicago
Educational A'ssn.....Chicago.
Standard School Fur. Co..... "
E. W. A. Rowles..... "
J. M. Olcott & Co..... "
E. G. Dann & Co..... "
Century School Supply Co... "
The Caxton Co..... "
A. H. Andrews Co..... "
School & Office Supply Co., ...Grand Rapids, Mich.
L. A. Murray.....Kilbourn, Wis.
Peckham, Little & Co..... New York.
J. L. Hammett Co...Boston-NewYork
Sterling School Supply Co., ... Mt. Sterling. O.
Potter & Putnam Co..... New York
American School Furniture Co. .....New York, Chicago.
Grand Rapids School Furniture Co. ... .Now York, Chicago.
Thos. Kane & Co. Works, ... New York, Chicago.
Cleveland School Furniture Works, ...New York, Chicago.
Chandler Adjustable Chair & Desk Works.....Boston.
Chas. W. Holbrook, ...Windsor Locks, Conn.

Heating and Ventilation.

The Powers Regulator Co....Chicago
Am Warming & Ventilating Co.....Chicago
Lewis & Kitchen.....Kansas City,Mo
Peck-Williamson Co...Cincinnati, O.

Ink and Ink Wells.

Carter's Ink Co....New York-Chicago
H. D. Kirk..... ..... "
Thomas Kane & Co..... "
Central Sch'l Supply House, "
Educational Ass'n..... "
The Caxton Co..... "
E. G. Dann & Co..... "
Standard Sch. Furniture Co. "
E. W. Rowles..... "
A. H. Andrews Co..... "
J. M. Olcott & Co...New York-Chicago
School and Office Supply Co., ...Grand Rapids, Mich
L. A. Murray.....Kilbourn, Wis.
Peckham, Little & Co.....New York.
J. L. Hammett Co...Boston-NewYork
Sterling School Supply Co., ... Mt. Sterling, O.
Potter & Putnam Co..... ...New York

Kindergarten Supplies.

J. W. Schermerhorn & Co...New York.
Thos. Charles & Co.....Chicago, Ill.
E. W. A. Rowles..... "
Milton Bradley & Co.Springfield. Mass
J. L. Hammett Co...Boston-NewYork

Lead Pencils.

Eberhard Faber.....New York
Eagle Pencil Co..... ... "
Joseph Dixon Co.....Jersey City, N. Y

Magic Lanterns.

McIntosh Stereopticon Co...Chicago
Central School S. House.....Chicago.

Maps.

Peckham, Little & Co.....New York
Central Sch'l Supply House, Chicago.
Thomas Kane & Co.....Racine, Wis.
E. W. A. Rowles.....Chicago.
J. M. Olcott & Co...New York-Chicago
Educational A'ssn.....Chicago.
Standard S. F. Co..... "
Western Pub. House,..... "
E. G. Dann & Co..... "
Century School Supply Co ... "
A. H. Andrews Co..... "
School and Office Supply Co., ...Grand Rapids, Mich.
L. A. Murray.....Kilbourn. Wis.
J. L. Hammett Co...Boston-NewYork
Potter & Putnam Co.....New York
McConnell School Supply Co. ..... Philadelphia,

Manual Training Supplies.

W. C. Toles & Co., Irving Park, Chgo
Hammacher & Schlemmer Co.....N.Y.
Chandler & Barber.....Boston

Mucilage.

Central Sch'l Supply House, Chicago.
J. M. Olcott & Co...New York-Chicago
Educational Ass'n.....Chicago.
E. W. A. Rowles..... "
Standard S. F. Co..... "
E. G. Dann & Co..... "
School and Office Supply Co., ...Grand Rapids, Mich.
Peckham, Little & Co..... ..New York
J. L. Hammett Co...Boston-NewYork

Outline Blackboards.

E. G. Dann & Co.....Chicago

Pencil Sharpener.

F. H. Cook & Co.....Leominster, Mass
J. M. Olcott & Co...New York-Chicago
E. W. A. Rowles.....Chicago.
Standard School Fur. Co..... "
A. B. Dick & Co..... "
E. G. Dann & Co..... "
Central Sch'l Supply House. Chicago.
A. H. Andrews Co.... "
J. L. Hammett Co...Boston-NewYork
School and Office Supply Co., ...Grand Rapids, Mich.
Peckham. Little & Co..... ..New York.
Sterling School Supply Co. ..... Mt. Sterling, O.

Pens.

The Esterbrook Pen Co....New York.
Eagle Pencil Co..... "

Program Clocks.

Fred. Frick ....Waynesboro. Pa
Blodgett Bros ....Boston

Projection Lanterns.

McIntosh Stereopticon Co...Chicago.

Physical and Chemical Apparatus.

Central Sch'l Supply House, Chicago.
J. M. Olcott & Co ...New York-Chicago
E. W. A. Rowles.....Chicago.
Franklin Educational Co..... "
Chicago Lab. Sup. & Scale Co. "
E. H. Sargent & Co..... Chicago.

Relief Globes.

Relief Maps.

E. W. A. Rowles.....Chicago.
Western Pub. House..... "
Central Sch'l Supply House... "
E. G. Dann & Co..... "
A. H. Andrews Co..... "
J. M. Olcott & Co...New York-Chicago
L. A. Murray.....Kilbourn, Wis.

School Furniture.

Am. School Fur. Co.....N. Y., Chicago
Central Sch'l Supply House, Chicago.
Chandler Desk & Seat Co.....Boston
Cleveland School Fur. Co., ...Cleveland, O
Educational A'ssn.....Chicago.
E. W. A. Rowles..... "
E. G. Dann & Co..... "
A. H. Andrews Co..... "
Grand Rapids School Fur. Co., ...Grand Rapids, Mich.
Haney School Furniture Co., ...Grand Rapids, Mich
J. M Sauder Co.....Phila., Pa.
L. A. Murray.....Kilbourn, Wis.
Moore Mfg. Co.....Springfield, Mo.
Piqua School Fur. Co.....Piqua, O
Standard School Fur. Co.....Chicago.
Thomas Kane & Co.....Racine, Wis.

School Papers.

Smith & White Mfg.Co., Holyoke, Mass

School Records.

Peckham, Little & Co.....New York
Central Sch'l Supply House, Chicago.
E. W. A. Rowles..... "
Standard S. F. Co..... "
E. G. Dann & Co..... "
A. H. Andrews Co..... "
J. M. Olcott & Co...New York-Chicago
School & Office Supply Co., ...Grand Rapids, Mich.
L. A. Murray.....Kilbourn, Wis.
American School Furniture Co. .....New York, Chicago.
Grand Rapids School Furniture Co. .....New York, Chicago,
Thos. Kane & Co. Works, ...New York, Chicago.
Cleveland School Furniture Works, ...New York, Chicago.
Chandler Adjustable Chair & Desk Works.....Boston.

School Blanks.

Central Sch'l Supply House, Chicago
L. A. Murray.....Kilbourn, Wis.
Peckham, Little & Co.....New York.
Franklin Educational Co.....Boston
J. M. Olcott & Co...New York-Chicago
E. G. Dann & Co.....Chicaao
Standard School Fur. Co..... "
Oliver Adams Pub. Co ..... "
E. W. A. Rowles..... "
The Caxton Co..... "
A. H. Andrews Co..... "
School & Office Supply Co., ...Grand Rapids. Mich.
Thomas Kane & Co .. Racine, Wis.
J. L. Hammett Co...Boston-NewYork

School Room Decorations.

Perry Picture Co.....Malden, Mass.

Slate.

J. M. Olcott & Co...New York-Chicago
Jas. L. Foote.....Slatington, Pa.
Standard Sch. Furn. Co.....Chicago.
E. W. A. Rowles..... "
Central Sch'l Supply House, "
E. G. Dann & Co..... "
The Holly Slicate Slate Co. New York
School and Office Supply Co., ...Grand Rapids. Mich.
Peckham, Little & Co.....New York
Sterling School Supply Co., ... Mt. Sterling, O.
A. H. Andrews Co..... ...Chicago
American School Furniture Co. .....New York, Chicago.
Grand Rapids School Furniture Co. .....New York, Chicago.
Thos. Kane & Co. Works, ...New York, Chicago.
Cleveland School Furniture Works, ...New York, Chicago.
L. A. Murray.... . .....Kilbourn, Wis
Chandler Adjustable Chair & Desk Works..... Boston.

Slate Frame Cushions.

Gustave Beyer.....Milwaukee

School Supplies.

J. W. Schermerhorn & Co...N. Y. City
Peckham, Little & Co..New York city
J. M. Olcott & Co...New York-Chicago
Greenwood School Supply Co. .....Youngstown, O.
Thomas Kane & Co.....Racine, Wis
Educational A'ssn.....Chicago
E. W. A. Rowles..... "
Century School Supply Co.... "
E. G. Dann & Co..... "
Central Sch'l Supply House, "
Standard Sch'l Furn. Co ..... "
The Caxton Co..... "
A. H. Andrews Co..... "
Hinds & Noble.....New York.
School & Office Supply Co., ...Grand Rapids, Mich
L. A. Murray.....Kilbourn, Wis.
Peckham, Little & Co.....New York.
Chandler & Barber.... ..... Boston
J. L. Hammett Co...Boston-NewYork
Sterling School Supply Co., ... Mt. Sterling, O.
Potter & Putnam Co..... New York
The McConnell School Supply Co. .....Denver.
McConnell School Supply Co. ....Philadelphia.
American School Furniture Co. .....New York, Chicago.
Grand Rapids School Furniture Co. ....New York, Chicago
Thos. Kane & Co. Works, ...New York, Chicago.
Cleveland School Furniture Works, ...New York, Chicago
Chandler Adjustable Chair & Desk Works.....Boston

Slating.

J. M. Olcott & Co...New York-Chicago
Jas. L. Foote.....Slatington. Pa.
The Holly Slicate Slate Co. New York
Central Sch'l Supply House, Chicago.
E. G. Dann & Co..... "
Standard Sch. Furn. Co.....Chicago.
E. W. A. Rowles..... "
School & Office Supply Co., ...Grand Rapids, Mich.
L. A. Murray.....Kilbourn. Wis.
J. L. Hammett Co...Boston-NewYork
Sterling School Supply Co., ... Mt Sterling. O.
Potter & Putnam Co.....New York
A. H. Andrews Co..... ..Chicago

Steel Pens.

J. M. Olcott & Co...New York-Chicago
Central Sch'l Supply House...Chicago.
E. G. Dann & Co..... "
E. W. A. Rowles..... "
School and Office Supply Co., ...Grand Rapids, Mich.
Peckham, Little & Co.....New York.
J. L. Hammett Co...Boston-NewYork
Sterling School Supply Co., ... Mt. Sterling, O.

Stereopticons.

Kleine Optical Co.....Chicago

Teachers' Agencies.

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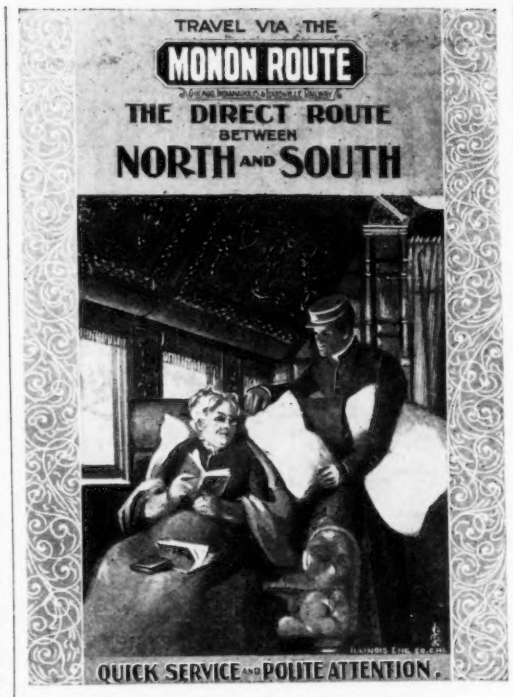

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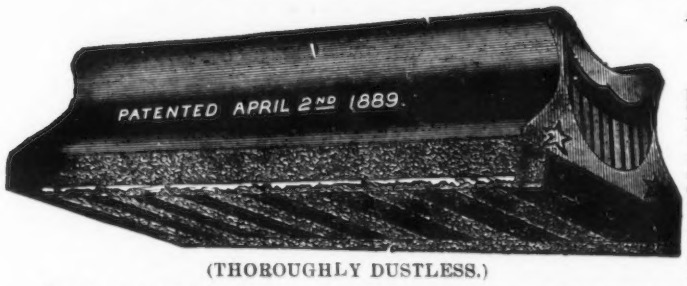

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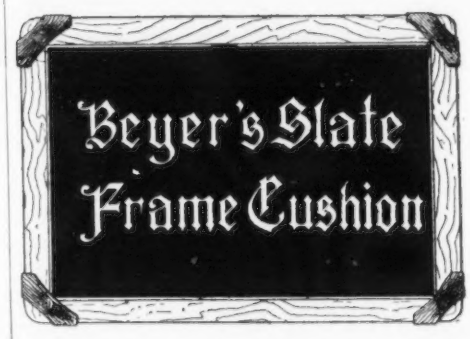

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